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TO IMPROVE TEACHERS FOR INNER-CITY SCHOOLS. FINAL REPORT.
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A 1-YEAR UNDERGRADUATE TEACHER EDUCATION PROGRAM DESIGNED TO PREPARE VOLUNTEER STUDENTS TO TEACH IN INNER-CITY ELEMENTARY SCHOOLS WAS INITIATED BY THE SMALL, PREDOMINANTLY NEGRO COPPIN STATE COLLEGE IN BALTIMORE, MD. THE 19 VOLUNTEERS WERE MOSTLY LOWER MIDDLE-CLASS, 15 WERE FROM THE BALTIMORE AREA, AND 18 WERE NEGRO. THUS, AS "INDIGENOUS" PERSONNEL THEY WOULD HAVE GREATER RAPPORT WITH THE INNER-CITY STUDENTS WHOM THEY WERE TO TEACH. THE PROGRAM OFFERED COURSES WHICH FOCUSED ON PROBLEMS IN EDUCATING THE CULTURALLY DIFFERENT IN LARGE URBAN AREAS. A SPECIAL LECTURE SERIES WAS PRESENTED WITH THE EXPECTATION THAT COMMUNITY RESIDENTS WOULD ATTEND AND THUS FEEL A PART OF THE COLLEGE'S TEACHER EDUCATION PROGRAM. TEACHING DEMONSTRATIONS AT THE ON-CAMPUS LABORATORY SCHOOL HELPED TO PREPARE THE VOLUNTEERS FOR THE SUPERVISED PRACTICE TEACHING WHICH THEY SUBSEQUENTLY DID IN THREE INNER-CITY ELEMENTARY SCHOOLS. IN SOME OF THE COMMENTS IN WRITTEN EVALUATIONS OF THE PROGRAM, THE VOLUNTEERS CRITICIZED THE LABORATORY SCHOOL FOR HAVING AN UNCHARACTERISTIC MIDDLE-CLASS STUDENT POPULATION. HOWEVER, THE PROJECT WAS GENERALLY FELT TO BE A SUCCESS. FOUR MONTHS OF FOLLOWUP OBSERVATIONS SHOWED THAT THE VOLUNTEERS WERE FUNCTIONING EFFECTIVELY IN THEIR NEW FULL-TIME CLASSROOMS. (APPENDIXES INCLUDE THE COLLEGE'S HANDBOOK FOR STUDENT TRAINING AND OTHER RELEVANT MATERIALS.) (LB)

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TO IMPROVE TEACHERS FOR INNER-CITY SCHOOLS

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Report to the U. S. Office of Education

Y-003: FINAL REPORT

TO IMPROVE TEACHERS FOR INNER-CITY SCHOOLS

by

L. D. Reddick

Coppin State College

Baltimore, Maryland

May, 1967

A DESIGN FOR TEACHER EDUCATION FOR INNER-CITY SCHOOLS

Project Y-003

Bureau No. 5-0771

L. D. Reddick

May 1967

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Coppin State College
Baltimore, Maryland

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I. Y-003: A SUMMARY VIEW

Setting: Two general conditions may embrace a great deal of the thinking that went into this project as well as its ultimate disposition.

First, Y-003 had its life and death during a period when the middle-class was firmly in control of the American public school. Accordingly, some of the turmoil and ineffectiveness experienced in numerous inner-city schools may have been essentially, we would think, a clash of cultures: middle-class teachers versus lower-class children.

Y-003 was one effort to ascertain if this intercultural misunderstanding could be eliminated by seeking out prospective teachers from among the ethnic and cultural groups to be served and giving these instructors-to-be the benefit of all that we have learned about urban life and education.

Secondly, Y-003 was developed at a time when a few big universities were consolidating their control over federal funds for research in the field of education (and much else). For example, at the White House Conference on Civil Rights (June 1-2, 1966) "conferees advocated that the smaller institutions, especially Negro colleges, should gain a fair share of government research and other contracts, and thus develop their capabilities to serve their communities.

They criticized the concentration of research grants in a few major institutions."

Coppin State College is small, predominantly Negro institution of higher learning, located on the rim of the Baltimore's inner-city. Y-003 was activated January 1, 1965 and terminated December 31, 1966, despite a documented request for continuation.

Thesis: Stated in general terms, Y-003 is a design for preparing effective teachers for so-called inner-city schools. This program was meant to operate at the undergraduate level though its principles could be adapted for in-service or graduate instruction. A prime feature of Y-003 is its emphasis upon recruiting prospective teachers from inner-city communities. If interested, such recruits might bring with them an initial knowledge of the conditions of life that may be hard to come by otherwise. Then, too, school children often identify more easily with their teachers who are neighbors as well as models for inspiration.

The Y-003 design embraced about a half dozen more or less distinct phases of theory and practice:

I. Selection:

Only Volunteers were selected for this experiment. They were screened by interviews and attitude tests. People-oriented personalities rather than book-or-thing-oriented personalities were preferred. Of the nineteen who were finally selected almost all of them had lived in or near the inner-city or adjacent to similarly depressed urban areas.

Since the Y-003 program operates at the junior and senior years of college, all of these Volunteers had had two years of general college education and were interested in becoming teachers

II. Understanding the City and the Inner-City:

Since a good heart is not enough, we sought to buttress the favorable attitudes and the first-hand experiences of our Volunteers with the findings of social science and psychology. Thus, we provided such courses as "The Sociology of the City" and "Minority Peoples." The aim here was to deepen the understanding of the positive values that may inhere in the sub-cultures of American life.

III. Tools of Remediation:

Our course, Education 415, "Education of the Culturally Different," is an introduction to pin-pointing the special "problems" that often arise in our inner-city schools and a consideration of methods and materials that may make for solutions. For example, to what extent is a positive self-image on the part of a child necessary for his maximum progress in school? Will this be helped by readers and other classroom materials that contain pictures of inner-city children and stories that are related to the conditions of life that are known to these children? Again, what are the social-psychological, medical as well as educational factors that may inhibit a child from learning to read or reading well? Perhaps our course, Education 416, "The Reading Problems of Modern Communities" may be a good interdisciplinary approach to this problem.

IV. The College and Community Institutes:

To promote cooperation between the college and the inner-city and to deepen the experiences of our Volunteers, we held several institutes or programs that were geared to bringing "town" and "gown" closer together. One of our patterns has been to invite a prominent American, who emerged from a modest family background - perhaps similar to that of the inner-city - to come and tell us of his ups and downs as he grew up in America. Such speakers have varied from Scottish Mayor Theodore McKeldin to

Negro labor leader A. Philip Randolph and concert singer and wife of civil rights leader, Mrs. Martin Luther King. If moving words and the examples of their lives can inspire, our Volunteers and the community leaders certainly received inspiration during this series. We always made special efforts to have the inner-city residents and the parents of our Volunteers present and recognized. Our Volunteers did much of the planning for these institutes, presided at the meetings, introduced the speakers and moderated the questions from the audience. This, too, contributed to their enthusiasm for the project. Another pattern is indicated in the display on the campus of art work from inner-city schools.

V. Teaching Demonstrations:

The campus Laboratory School was our site for demonstrating the latest and best in teaching. The Laboratory School building, equipment and faculty were adjudged adequate except that there was no school social worker and no teacher who was free of regular duties so that she could concentrate on the "slow" and "fast" and "gifted" pupils. Accordingly, Y-003 supplied both a social worker and an unassigned teacher.

VI. Practice Teaching:

After a semester of observation in the Lab. School, the Volunteers were then placed in inner-city schools for their directed student teaching.

Baltimore Public Schools cooperated with us and permitted our use of three elementary schools that we felt would fit the requirement of the Y-003 experiment. First, these were schools in economically and culturally deprived neighborhoods. Secondly, these neighborhoods exhibited different ethnic flavors - one was predominantly Negro; another, of Appalachian whites who had migrated to the city and still another was partly of Italian - Polish-American residents. Thirdly, the public school authorities provided these three schools with some of the "special services," such as social worker, reading clinic and speech therapist, that may be considered as tools for working on the special problems of inner-city schools. Finally, the supervising teachers, under whom our Volunteers did their apprentice work, had been themselves oriented toward our program through either a NDEA (National Defense Education Act) summer Institute for Teachers of Disadvantaged Youth or our evening school course, Education 415, "Education of the Culturally Different," and a one-day orientation meeting, September 11, 1965.

We wanted our Volunteers in their "practice teaching" to have direct contact with inner-city children in an inner-city school but one in which maximum educational aids were available. This would, of course, give the student-teacher the opportunity of making use of her understandings of urban living, appreciation of cultural variations and the instruments of remediation.

Conclusions. From our viewpoint, this experiment was quite successful. We feel that we have demonstrated:

1. That Volunteers for inner-city teaching do better than draftees;
2. That an understanding of urban life and living conditions is helpful to a prospective inner-city school teacher;
3. That a defective self-concept of an inner-city teacher or child may be improved;
4. That "directed student teaching" in a school with children who live in the inner-city and under the guidance of supervisiors who are properly oriented is helpful to pre-service teachers;
5. That tools of remediation - especially reading - make a difference in opening

and widening the gate to learning for children who have been culturally deprived;

6. That it is possible, though difficult, to engage the interest and active support of inner-city leaders in a college-sponsored program of teacher-education and cultural progress.

It is quite possible to fit the Y-003 program into the standard four years of college. However, an extra summer or two between regular terms would give additional flexibility for strengthening any weak points that may show up in the intellectual profile of the prospective teachers.

We realized all along that the real test of our Volunteers, after they had completed our program, would come when they had become full-fledged teachers. Accordingly, we were able to secure a six months extension from the United States Office of Education of the terminal date of our contract from July 31 to December 31, 1966 (but no additional funds).

Thus, we had the school months of September, October, November and December in which to observe the whole group of Volunteers as employed public school teachers. Happily, our tentative conclusions, as indicated above, were further confirmed though, we, ourselves, were dissatisfied with such a short period of "follow-up."

Several other large questions, we felt, ought to have been pursued further if the validity of this experiment was to be considered as firmly established.

For example, time did not permit the re-examination of curricula and the development of manuals and other instructional guides. Most of all, we wanted an additional sample of Y-003 Volunteers that would be recruited from among college students who were or had been residents of "Little Italy," "Little Poland" and other non-Negro areas of the community. This would provide a wider ethnic variety of prosepctive inner-city teachers. Obviously, we are seeking "universal" conclusions and not findings that would be applicable only to one cultural group.

Perhaps we attempted too much in the time at hand; at least a three or five year experiment would have been more feasible. Since we did not have the opportunity to do this, it is our hope that others elsewhere will extend our advances and re-test our theories.

At the least, we hope that this experiment (1) points the way to an expanding and deepening urbanization of teacher education in American colleges and (2) a larger use of "indigenous" personnel in the education of ethnic and cultural minorities.

We realize that the latter observation is subject to exaggeration by opponents of the idea. It should be no accommodation for "racial" segregation.

We are not saying that only an American Indian can be a "good" teacher for American Indian children but we do say that a teacher's corp for a whole school of American Indians should include some American Indians as teachers. They would not only serve as models for their charges but most likely would also bring to the classroom an understanding of cultural manifestations that might mystify others.

It may well be that children - as well as adults - feel alienated when they must serve symbols of authority and instruction with which they cannot identify. This indeed may be one of the sources of the indifference and hostility that middle-class-oriented teachers encounter in lower-class schools. Perhaps a viable inner-city school, as others, requires maximum community participation and integration with school personnel as well as problems.

-- L. D. Reddick--

II. PRELIMINARIES

In Baltimore, early one morning in '64, Comer S. Coppie, Parlett L. Moore and L. D. Reddick set out for New York.

Coppie was the Executive Director of the Board of Trustees of Maryland State Colleges, Moore was the President of one of these schools, and Reddick was a member of Moore's faculty.

These men, from different levels of the State's system of higher learning, were interested in one of the dominant topics of the day: the prospects of the "Great Society" and specifically the part of the dream that embraced education of "the disadvantaged."

Coppie, relatively young, sought a progressive orientation for his new post. Moore was seeking a brighter image for his small (300 students), predominantly Negro institution. Reddick, a professor of the Social Sciences, felt that most of the writings that he had seen on "the disadvantaged" were sadly inadequate.

All three were thus eager to see what New York had to offer on this very big question for education and social progress.

The tour was well planned. Weeks before, letters and telephone calls had nailed down all appointments for conferences and observations. The men arrived early in the morning, spent most of the day moving about as a team but split up at nightfall.

It was only a one-day visit but during it talks were held with top administrators, specialists and a few classroom teachers. Also, some of the major experiments were seen. Altogether, it was a most instructive experience.

*We saw much that was wise and good; yet, one of the lasting impressions was quite negative. Deliberately, we saved for the end of our interviews with the departments of teacher education the most embarrassing question of all: "How successful have you been in attracting members of ethnic and cultural minorities to your institution as prospective teachers?" Invariably the answer was either "not at all" or "hardly."

Back in Baltimore, our course seemed clear. Coppin State College was perfectly suited to do something that the New York colleges were not doing: that is, train teachers from the ethnic and culture groups that make up so large a share of "the disadvantaged."

This would be a "natural," for Coppin was located next door to Baltimore's inner city, most of the college's students were Negro, some of them were in fact inner-city residents and the school had established a reputation for turning out good teachers. As of 1964, Coppin supplied 22% of all of the elementary teachers of Baltimore city public schools and 43% of the school administrators. Though recently the college had broadened its educational

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*We shift now to first person pronouns, plural.

base to include the liberal arts, it was still essentially an institution for producing school ma'ams and school masters.

The next move was to call a conference that would give body to the general idea of the visitors to New York. Such a meeting was held on the College campus, May 22, 1964. Some 20-odd persons attended, making up a fair sample from the Board of Trustees, city and state departments of education, social welfare experts, fiscal officers of the state, faculty and staff of the College plus two consultants - Dean Hubert Schueler, Director of Teacher Education, Hunter College, and Dr. Kenneth B. Clark, the intellectual father of HARYOU - and Paul Miller from the United States Office of Education.

The conference lasted all day. President Moore presided. He related the current interest of the College in the inner-city to Coppin's historic role as a professional school for teachers.

Comer Coppie outlined the Board's policy of allowing and promoting diversity within the State's family of colleges "so that the personality of each institution might develop in concert with its history and anticipated present and future need ... the Board of Trustees, faculty and administration ... believes that Coppin possibly has the resources or can acquire them to develop a strong program in the preparation of teachers for the inner-city."

Reddick presented "a faculty view," based upon a memorandum that he had circulated. He stated that the tentative plan would include a program of "understanding" as well as "tool" courses; that the location and "know-how" of the College were admirably suited to the proposed task, and that both state and federal financial assistance would be needed.

The conferees at first seemed to be feeling each other out in general talk; but after an hour of this, came to grips with the specific issues at hand.

During the lunch hour, Kenneth Clark spoke. He was highly skeptical that the "power structure" would move toward the proposed program without the community itself flexing its political muscles. He then went on to say: "If you contrast, for example, the nature of the student body here at Coppin State College and the nature of the student bodies that I have had anything to do with in New York City, you immediately see that you probably will need completely different approaches because your student body is more closely related in its origins to the positions and the social background in the area that these positions are going to serve. They are themselves largely the products of the lowest socio-economic level of society and because of this, you have a built-in psychological and human relations problem which is unique and is a very great challenge. That is, your young people are looking upon higher education as a means of upward mobility - that is to get out of the inner-city, not go get into it.

"We in New York City have the opposite problem for all kinds of internal reasons which we are trying to do something about. We are trying to get more of the inner-city into our system of higher education. Therefore, we have the problem of getting young people who are of middle-class origin, ninety percent white, to go into the inner city and be effective there. We have a different kind of missionary problem. You have the problem of trying to get them back into the origin that spawned them.

"Some of the questions are, then, how can you, in your system of training, develop a sufficiently strong professional commitment on the part of these products of the inner city to go back and work with their own people?"

The afternoon session got down to particulars. The state fiscal representatives were restrained but did finally pledge support. Paul Miller, the representative of the United States Office of Education, promised to explore possibilities in Washington and establish a direct contact for the College.

This he did. So, a month later, Moore and Reddick were in Washington with the rough draft of a proposal. Miller had directed them to a Mrs. Polly Greenberg, who would assist them in refining their request for federal funds. They were surprised and delighted to find their consultant young, attractive and exceedingly helpful.

After following out the suggestions and revisions, the "finished" proposal, with the requisite number of copies, was officially submitted to the United States Office of Education.

It was entitled: A Design for Teacher Education for Inner-City Schools. A Summary of its main features may be indicated by quoting its "abstract":

"A. Objectives

"1. To Analyze:

(a) Existing teacher education programs aimed at preparing teachers at the pre-service level to teach children from disadvantaged backgrounds. The purpose of this review is to pick successful features of such programs in order to incorporate them into our new programs, and to detect weaknesses which we can try to avoid and gaps we can try to fill.

(b) Outstanding programs, techniques, and materials being used in city schools, in order to select those most appropriate to include in our teacher education program.

"2. To design a teacher education program to equip students from culturally disadvantaged backgrounds at a predominantly Negro urban college to function effectively as teachers in inner-city schools. The design will include recommendations and guidelines for academic and professional courses. On the academic side, we hope to stress urban sociology and the history and culture of American minority groups. In the professional area, we hope to outline concepts to be included in courses, books to read, practice teaching to be done and ways of supervising it effectively, and means of connecting understandings gained in "content courses" to technique and experience gained in the professional area. Through a series of institutes we aim to develop the enthusiasm of our pre-service teachers and the common interests of the college and the community toward improving education and the general cultural life of the inner-city.

"Coppin State College historically has been exclusively an institution for the preparation of teachers but recently has become a multi-purpose college. We anticipate that a program of this sort developed at Coppin will be transferrable and useful to many similar institutions around the country. We believe that we may have a special advantage in that our students are already oriented toward the life and world of the inner city, because they came from it, and that therefore we do not have to emphasize familiarity with this environment, as do programs working with white middle class college students. We will not have the problem of recruiting prospective teachers from backgrounds similar to the backgrounds of the children, because we have them enrolled already.

"Realistically, many of the teachers from our institution and similar institutions have traditionally gone to teach culturally disadvantaged children in urban schools. Realistically, most of these children probably will have our graduates as teachers for many years to come.

Therefore, we feel that it would be extremely valuable to develop a model for increasing their competence, their view of what a community school can be, their knowledge of available appropriate materials, their understanding of concepts from related disciplines, and above all, their desire to teach these particular children.

"B. Procedures

"1. To retain a staff unit to survey relevant literature, to make selected visits to promising operating projects, and to interview leaders of such projects where advisable. To prepare results and suggestions for subsequent conferences with consultants.

"2. To conduct conferences for the purpose of bringing suitable and knowledgeable consultants together with the project staff and necessary faculty to help develop the overall direction of the program and to discuss specific details.

"3. To conduct institutes that will develop the enthusiam of our pre-service teachers and bring together the college and the community for discussing the problems and the promise of a better cultural life for the children and their parents, and the exciting role in this effort that the teacher can play.

"4.. To try out, revise, and evaluate tenatively the design with our students.

"5. To prepare a final report that will detail the full scope of our experience. It is expected that it may have some usefulness for other institutions and agencies throughout the nation."

This resume, of course, leaves out the qualifying sentences and paragraphs of the full text. Thus, for example, in the course of the experiment we would examine each of the principal structures of the college that had anything to do with the preparation of teachers. Moreover, we would be exploring the possibility of either grafting our program onto the established teacher education curriculum or substituting something new.

Ultimately, our budget would call for some $86,000 from the federal government and $13,000 from the college or state. The core of the staff would be a director, associate director, secretary, accounts clerk, unassigned teacher and school social worker.

This, in brief was our proposal. Once it was in Washington, we uttered a sigh of relief. However, one anxiety, it seems, leads to another. Now we had to play the waiting game, sweating it out while Washington made up its mind to approve or not to approve, to fund or not to fund.

After the acknowledgements of receipt, we heard nothing for a whole month. Then we learned that Dr. J. Ned Bryan had been appointed as our project liaison officer with the United States Office of Education. This was most fortunate, for throughout the whole life of Y-003, he proved to be our true friend at court.

Nothing more happened for two months more and then we began to call Dr. Bryan and suggested to some of our political friends that they call their contacts in Washington. Finally, we received the good word. It was not completely what we wanted but at least it gave us a foot in the door. We were not funded 100% for twelve months as requested; instead, we were funded to the extent of a skeleton staff for six months and then we would be fully funded for an additional thirteen months.

Dr. Bryan, accompanied by Mrs Lenora Lewis and Bob Taylor - all of the United States Office of Education - spent a whole day at the College, explaining and renegotiating the budget items. In due course the contract between the federal agency and the College was signed by Parlett L. Moore for Coppin and Francis Keppel, Chief Commissioner and head, at the time, of the United States Office of Education. This agreement bore the effective date of operation, January 1, 1965.

When our copy came back signed and sealed, were we happy! Coincidentally, in this same week Reddick was scheduled to attend the awarding of the Nobel Peace Prize to Martin Luther King in Oslo, Norway. President Moore wished to issue a notice to the faculty about the twin events. At first he was inclined to use the phraseology, "Reddick get $86,000 and flies to Oslo" but, on second thought, felt that such a statement might be a trifle misleading.

III. GETTING STARTED

The State of Maryland has a law that prohibits any of its agencies from directly accepting a gift. Only the Governor may do that, and he will not do it until the Board of Public Works has a look at the gift and the credentials of the giver.

It was our luck that such a good-intended regulation would misfire for us. It happened this way: early in December, we recall, notice came of our grant of $86,000. Somehow the Board did not act on it or did not get a chance to do so until its meeting of February 11th. This meant that for weeks we had to duck the press that from other sources had learned of our good fortune; more seriously, we could not spend a dime until officially we had the money in hand. Thus, from January 1, the effective date of our contract, and some forty days thereafter, we were without legal basis for operating. Everything done was thus "tentative."

How could we set up our office? How could we engage instructors and establish courses that our people were to take during the semester that began February 1st? Really, how could we commit ourselves to anything without almost cancelling it out by adding, "that is, if things go through as most likely they will"?

Withal, we pushed forward, under the protective phrase, "temporary arrangements, subject to later confirmation." Though time, of course, was of the essence, red tape slowed us down. Since we were a state agency, the federal government allowed the established state machinery to be used for expenditures. Such an arrangement was calculated to keep down the howl of "federal encroachment." Unfortunately for us, the state's fiscal, personnel and procurement set-up was not built for speed. Supplies and equipment had to be ordered "in season" traditions were strong and some routines appeared to be thoroughly inflexible.

On the other hand, the College itself was most gracious. We were granted commodious quarters in the campus Laboratory school - an office, conference room, closets - all in a suite, conveniently located.

Our skeleton staff for the first six months provided for (1) a half-time director, (2) a half-time associate director and (3) a full-time secretary. We were fortunate in that we were able to secure Mrs. Viola C. Jackson as Associate Director. She had recently retired as a principal of one of the city's public schools, seemed to know "everybody" in the system and had an engaging manner with students. Mrs. Bernice E. Thompson, our Secretary, was a ball of energy; moreover, as a former member of the staff of the Urban League, was well acquainted with community organizations and leaders. L. D. Reddick was the Director.

Basic to the whole project was the selection of the human beings who would be good enough to volunteer as the subjects of our experiment. We had fairly clear notions as to the type we thought most suitable.

Ideally, we wanted about 20 juniors with at least a "B" average, who lived in or near a "depressed" area and who were at least willing to give a try to teaching in an inner-city school. Moreover, they should be "warm and outgoing" personalities, who could be interested in Y-003.

Had we known in June of '64 that funding was for sure, we could have recruited among the graduates of junior and community colleges of the whole Baltimore area or even among upper classmen of the four-year colleges. However, as the first semester was almost gone before our money came, we had to seek out our human guinea pigs from among the students who would be on hand at Coppin for the second semester.

This circumstance greatly influenced our actual process of selection. This is to say, objective criteria counted for much less than the fact that every student who was considered was known personally by the director of the project. This would not have been the case had recruits come in from other schools. Reddick, in his three sections of American History, got to teach virtually all of the Coppin juniors. This course was required. Moreover, since he used the discussion method of instruction, this gave him a fairly broad basis for forming impressions of personalities as well as of scholarship.

He was thus able to spot likely prospects, interview them, check their records and consult about them with other instructors and personnel officers. The "good" ones he would then sign up, exacting the written pledge that

"I am definitely interested .... will seek to develop myself along the lines of the plan ... (and) believe in the possibilities of all children ..." The full text of the agreement may be found in the appendix.

Despite this process of screening and commitment, of the twenty-five students who initially affixed their signatures to the Y-003 "contract," six withdrew. The reason for four withdrawals was plainly economic, another project came along that paid stipends; Y-003 did not. The other two "drop-outs" were disaffected. As we shall see, one of these collided with a supervising teacher and subsequently convinced herself and her close friend that perhaps the experiment, after all, was not worth the while.

From the first, we had felt that 20 Volunteers would be sufficient for our demonstration; we ended up just one shy of this goal.

Let us now take a look at the group's profile. The youngest age was 21 (six), the oldest, 45 (only one). Correlative with their somewhat high average age (24) for college students was the fact that two of the men and six of the young women were married. This was consistent with the marital percentage of the Coppin student body.

Generally our 19 Volunteers came from families with three or more children and the Volunteers themselves, when married, tended to produce large families of their own.

Fifteen of the 19 had lived in or adjacent to Baltimore's inner city or a similar declassé dwelling area.

When such residence is added to the personal contacts in predominatly Negro high schools and in college, it was a safe assumption that virtually all of the Volunteers, prior to Y-003, had had some acquaintance with the general pattern of inner city living.

The Volunteers resided at their homes since Coppin is a "day" or communter's college, having no dormitories. All of our 19 seemed to live in houses that were fairly comfortable, conducive to study and good family relations. Some of the "home work" for school was done in the bedroom or kitchen or basement; only one person reported a den and another a home library. A few of their dwellings were crowded with relatives but only one "took in" roomers. All Volunteers, male and female, married and unmarried, did household chores.

Almost everyone of our group worked or looked for work during the vacation period. The kinds of jobs held, ranged from library aide to store-clerk, typist and salesman. Only three depended for financial support upon themselves mainly; the others on parents or spouses. Most of these fathers or husbands held such urban jobs as laborer, labor leader, truck driver, waiter and postal clerk. Only one was listed as a farmer, one a church sexton; none was a doctor, lawyer or school teacher. Most of the mothers were reported as housewives.

Health was generally good. Nobody reported any serious diseases. One of the young ladies was apparently overweight and another slightly underweight. Eighteen were Negro, one was "white."

As we shall see, the personality and attitude tests* that were given later, confirmed the impressions and interviews of Reddick.

Thus it could be said that the Y-003 Volunteers, as a whole, were reasonably bright, lower middle-class prospective teachers, who were somewhat familiar with inner city people, were capable of becoming fired up by a cause and disciplined enough to direct their energies into channels that might maximize their effectiveness.

Another basic relationship that had to be established was with the public school authorities. They possessed the inner city schools that we would need for our experiment and the school staffs that would oversee our apprentices. Accordingly, we began our overtures in this direction early in February.

The head of the Baltimore city public schools was George B. Brain. He was a sensitive and intellectually-oriented man. More than his secretary or aides, he always treated our visits to his office with the utmost courtesy and cooperativeness. Our dealings in specifics, however, were mostly with the division of elementary education, for all of our Volunteers were prospective elementary school teachers. Despite this division's reputation for conservatism - especially in race relations - we never had a real problem with any of its chiefs.

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*Such as The California Test of Personality and The Purdue Master Attitude Scales.

We wanted four inner city schools; we got three, the other was already committed to somebody else's experiment. We asked for the maximum of special services, such as school social workers, counselors and reading clinics, so that our apprentice teachers could learn to use a wide variety of "compensatory tools" in dealing with the problems of inner-city children. We got more than other schools similarly situated but we did not get everything we wanted.

Oddly, it was the new, liberal but "tough" superintendent, Laurence Paquin (successor to Dr. Brain), who bluntly said that Y-003 could not expect special favors for the public schools that we were using. However, for such a discouraging note, he more than made up in subsequent professional kindnesses.

At the level of area supervisors and principals on down to classroom teachers, we got complete support. Almost everyone seemed willing to go beyond the requirements of duty, if the extra effort might make for success.

The three inner-city schools that we selected and were allowed to use fitted our purposes splendidly: for example, one of the three buildings was old, one almost brand new and the third "in between"; one of the faculties was all-Negro, another at first all-white and the third quite mixed. Likewise, one neighborhood was almost all-Negro, another almost all-white (hill people) and the third, 80 percent Negro and 20 percent non-Negro, including a sprinkling of American Indians, Gypsies, "Italians" and "Poles."

These human and social variables provided an unusual number of different situations in which we could test out our theories of social adjustment and educational improvment. Since our Volunteers not only moved from class to class within a school but often, from school to school, they would thus have a chance to see several of the many faces of economic and social deprivation.

Our public relations began well and continued to improve. As soon as we felt free to discuss our grant, we got a good press story on it. Interestingly, the daily Baltimore Sun termed it a "Slum Grant" while the weekly Afro American emphasized that the "$86,000 was for better inner-city teachers." Local radio and television stations carried brief announcements, also.

The response from readers, listeners and viewers was so great that we had to prepare an information sheet immediately. Overnight we put together a 6-page, mimeographed pamphlet that gave answers to most of the obvious questions. It bore on its cover the outline of a bespeckled school ma'am, serious but young, pointing to the words on her blackboard: "Better Teachers For The Inner-City." This drawing was done for us by our Secretary's daughter, Claudine, who attended nearby Frederick Douglass High School.

This brief account of what Y-003 was all about became so popular that we continued to use it for more than a year. Its questions and summary answer follows: (The full text may be found in the appendix.)

I. Who is eligible?

College students, who have had two years of general education.

II. What type of trainee is suitable?

Good scholars, interested in inner-city teaching and who appreciate differences among people.

III. What are the main features of this program?

Understanding the city and its people, utilizing modern materials and methods of instruction, under direction.

IV. How does one get into Y-003?

Call the college for details.

V. What are the main courses of study?

Eight in the minimum but in the maximum there are a dozen alternatives.

VI. Costs?

Nothing beyond the usual expenses of a public college.

Our next big story came with our first college-and-community institute. This was an innovation for which we have received great praise. Actually, the idea for it did not originate with us but was suggested in Washington.

One morning during our "long wait" of the summer of '64, J. Ned Bryan, our project liasion officer, telephoned the College and asked if we could come to Washington. Of course we said "yes" and two hours later we were in his office. There we met Dr. John B. Whitelaw, a former

Baltimorean and Johns Hopkins University professor. At the time, he was advising with various agencies on educational programs that gave promise of fresh approaches to the needs of disadvantaged adults and children.

After the usual intellectual pleasantries, Dr. Whitelaw asked whether we might not generate considerable enthusiasm, if we had some means of bringing the college and the residents of the inner-city together. This struck us as a capital idea. We debated the feasibility of some sort of forum that would deal with topics that interested both the inner-city and the college community. After an hour or so of this kind of discussion, we dictated to Dr. Bryan's assistant the substance of the passage that was inserted into the body of our proposal.

We returned to Baltimore late that afternoon, a bit disappointed that we had not received approval for our project as yet but we reasoned: "would they have gone to all of this trouble, if we were to be turned down?" Happily, soon afterward our surmise came true.

Our very first institute came on the morning of March 12th. Our printed program carried the legend for this whole series: "Growing Up In America." It read:

> "Nothing is more revealing and inspiring than the true story of how human beings of all conditions attempt to grow up.
>
> "The personal journey from infancy to

> adulthood is often marked by pain as well as success. Traveling from 'Little Italy,' 'Little Poland,' or 'Little Harlem' to the City of Man may be quite rugged.
>
> "But there are those who made it. How did they do it? Who and what helped them? Who and what hindered them? When did the turning point come? How close was disaster?
>
> "Accordingly, Coppin State College is offering this series - of informal lectures - The Young Life Series - of prominent Americans.
>
> "These talks are free and open to the public. Parents of our students and leaders of the 'inner-city' and the various cultural minorities will be special guests."

Our Y-003 Volunteers did most of the preliminary planning, presided at the assembly, introducing all of the speakers and fielding questions from the audience.

Our main attraction was the mayor of the city, Theodore Roosevelt McKeldin. He shared the speaking honors of the day with the Executive Director of the Board of Trustees of the Maryland State Colleges, our friend and fellow visitor to New York, Comer S. Coppie; our liaison officer with the U. S. Office of Education, J. Ned Bryan, and our other fellow companion to New York, the President of the College, Parlett L. Moore.

Everybody spoke in praise of the Y-003 effort and of the meaning that it might have for the College as well as Baltimore's inner-city. The Mayor told a moving story of his life, of his rise from extremely modest family background to the governor's seat (twice) and to city hall (twice). The audience response was tremendous.

The press and TV cameramen were there, too. So, throughout the late afternoon and the evening we were spinning dials, trying to catch each of the newscasts, so that we would see or hear ourselves on radio and TV.

The Mayor found time enough to remain for lunch. About a dozen community leaders were also on hand for this; but only four parents of Y-003 Volunteers. This was disappointing but we explained to ourselves that perhaps the mid-day was hardly the most convenient time for working-class people to attend a cultural affair. Through the months that followed, we would try again and again, placing some of the programs in the very late afternoon. Nevertheless, we never succeeded in getting more than a handful of parents of our Volunteers to come to the campus and make themselves a part of our program. This kind of participation was achieved only by a general evening affair that the College put on once a year, entitled "Parents' Night." Also, parents, spouses and children came out in droves for the annual Commencement.

Along with our initial institute came an unexpected reaction from the faculty. From the very inception of our program, we had attempted to explain to our colleagues the general format and main features of our project. Such expositions usually took place in the last moments of faculty meetings and nobody much seemed to be listening.

We would get the bows and smiles that suggested "Hurry on please, the dinner hour is approaching."

So, unsuspectingly, we placed the names of our Volunteers on the printed program for the institute. This brought forth the strongest and most nearly hostile reaction that we ever received. "They've grabbed our best students," somebody said. "What will happen to our areas of concentration, if this Y-003 has them taking all of its courses," somebody else added. And when they discovered that the Volunteers had actually signed "contracts," some of our teaching colleagues felt that we had put something over on them.

Time and our explanations did indeed wash away most of the misunderstandings. Still, there was a general residue of sentiment that the College might need to keep a sharp eye on "those people" who were running that Y-003!

Thus, the first few months of Y-003 were hectic. Our skeleton staff had overworked, perhaps overreached, itself. Nevertheless, we had established relations with every important structure with which we would have dealings. We had a base of operation, a program, a strategy, finance, a public image and, above all, wonderful Volunteers. Were these sufficient for our goals? Only time would tell.

IV. THE COURSES AND THE SUMMER

We said to ourselves and to any others who would listen that a good heart and acquaintance with the inner-city were not sufficient to make a good teacher there. These, of course, were magnificent "pre-conditions for such a success. But we meant for our Volunteers to have a thorough grounding in urban sociology and education, the very best knowledge that research could provide. We were particularly interested in the condition of families and children in the depressed areas of metropolis. Moreover, after "understanding," we realized, must come "remediation." These were essential and complimentary phases of our instructional design for Y-003.

First, the "understanding" courses. Fortunately, three-fourths of our Volunteers were majors in the social sciences or, as we put it at Coppin, had social science as their "area of concentration." And since most of our prospective teachers had had "Introduction to the Social Sciences" or "Introduction to Sociology," they were fairly familiar with the language of these disciplines. With this as a foundation, our key courses were (1) Sociology of the City, (2) Minorities in American Life and (3) Education of the Culturally Different.

The first of these, as its title indicates, is what is traditionally known as Urban Sociology. Our College itself was urban and so were our students for the most part and then there were our targets, the inner-city schools. Obviously, then, our Volunteers should be knowledgeable of urban ways and living.

Our course began with the origins and history of cities, then broadened into the ecological, economic, political and cultural aspects of large modern American communities. The last quarter of the course was devoted to Baltimore as a case study of urban problems and the resources for dealing with them.

For this offering we were fortunate in having Furman L. Templeton as our instructor. He was the Executive Director of Baltimore's Urban League and knew the city better than almost anybody else. His lectures were relieved by film (especially the Lewis Mumford series), field trips and guests from various social agencies.

"American Minorities" was a natural follow-up to the city course. It provided the Volunteers with a history of various ethnic and cultural groups in the United States - why they came, how they were treated and reacted to their social situations. Emphasis was placed on the contributions of such groups to what we call American Civilization. Again, the last quarter of the course was devoted to the minorities of Baltimore. Wherever possible a scholar from the minority under discussion was brought in as a guest lecturer in order to give an "inside" view of the group's conception of itself and its place in the general social order.

The Director of Y-003, himself, taught this course.

"Education of the Culturally Different" focused more sharply upon the school and home conditions of the inner-city. For example, what did the urban way of life, ethnic and cultural traditions and poverty do to in-migrants from the rural areas? To what extent did the problems of life emerge or erupt in the classroom? Not only was the "literature" reviewed but visits were made to inner-city homes, schools and social organizations. A definite effort was made to establish contacts with the real leaders of the so-called indigenous people.

This course was taught by Frederick L. Nims, the Principal of the Colege's Laboratory School. He was a native Philadelphian and had worked with minority youth there before coming to Baltimore.

These three courses on the city, minorities and the school, were keys, as we often put it, "to any attempt to understand the people of our action area." Moreover, we counselled with each of the Volunteers and would at times advise him to strengthen his educational background as the particular need would indicate. We often recommended additional courses in anthropology, sociology, economics and political science. Especially useful to some of our prospective teachers were, "Marriage and The Family" and "Community Organization." As a corrective to the usual over-emphasis on Western (that is, European) Civilization, we persuaded quite a few of the Volunteers to take "Modern Africa." Our course on "Myth, Legend and Folklore" served to enrich the student's appreciation of the oral literature of lower class and non-European peoples who inhibit the heart of many American cities.

Next, after our "understanding" classes, came those for "tools." Here we attempted to make available materials and methods of instruction that would cope, we hoped, with "special problems" of our inner city children. Of course, many of these difficulties were also common to some of the children of the outer-city or suburbs.

All of our Volunteers took the standard "methods" courses of the College. Thus, they were aware of techniques and materials for teaching the subjects of the elementary schools. We wanted more than this; we wanted an emphasis on new methods of instruction that have been developed within the past five years or so and that might not have found their way into standard teacher education curricula.

Ideally, we ought to have made available a seminar for each of the three large divisions of knowledge; that is, (1) the Natural Sciences, (2) the Social Sciences, and (3) the Humanities. We did not feel that this much was necessary, especially since we were squeezing our minimum program into the last two years of the regular four-year bachelor's education. Moreover, we did not discover enought that was new and well-organized in the teaching of the Humanities, and we were unable to put together in the short time at our disposal an overall teaching unit for Natural Science.

Accordingly, we concentrated on the critical areas of Reading and Mathematics. Here is where the instruction of our inner city-children so often fails.

"Reading Problems of Modern (Urban) Communities" was perhaps our most important "tool" study. This was an experimental, interdisciplinary offering that attempted to bring together the findings of medicine, sociology and education for the benefit of the "science" or "art" of teaching "slow" or "culturally retarded" pupils so that they might read "more effectively." The approach was almost clinical.

For this the team of teachers included Guilbert B. Schiffman, who later became Director of the State Reading Services, Joseph P. Gutkoska of Loyola University and Mrs. Pauline Virginia Hobbs, expert of the Baltimore County schools. Ultimately, the direction of this course would fall completely into Mrs. Hobbs' hands. She became a big hit with our students.

We found it possible to do something similar for mathematics: thus, "Math 400 - The Set Theory" - was taught by John J. Cardwell, member of our regular Coppin faculty and "Education 400 - The Teaching of Arithmetic for Elementary School Teachers" - by William A. Stanford, a specialist on methodology. Stanford also taught another of our "tool" offerings, "Audio Visual Methods and Materials." With this he was able to help open the vast resources of knowledge beyond books that might not otherwise be available to our Volunteers. We attempted to put on a course called "Instructional Technology," which would be a more advanced AV study, but nobody registered for it.

Donald M. Tignor did us a course on the "Elements of Genetics." He was quite good and drew upon his experience in government laboratories. We listed but never succeeded in actually running (because of schedule conflicts) a course on "The Teaching of Social Science in Elementary Schools." An outline was prepared and Mrs. Mae Cornish was engaged to do the instructing. She was the most logical person for this because of the great part she had played in bringing up-to-date the old, "Social Living" teachers' study guide of the Baltimore public schools.

Thus, our instructional design for Y-003 centered about the following "understanding" courses:

I. The Sociology of The City
II. American Minorities
III. Education of the Culturally Different
IV. World Literature: Myth, Legend and Folklore

And our "tool" courses were:

I. Reading Problems of Modern Communities
II. The Teaching of Mathematics in Elementary Schools or The Set Theory
III. Audio Visual Methods and Materials in Teaching
IV. Elements of Genetics

No sharp line, of course, was drawn between the "understanding" and "remedial" studies. Instructors often had one foot in each of these two fields.

Most of our Volunteers were able to get in their Y-003 courses during their junior year. The senior year was to be left for the "demonstrations" and "practice teaching." There was though an intervening summer. At one time we called it the "summer of headaches." Its problems were economic as well as academic.

When the College received word that it might have an opportunity of offering a summer institute for teachers of disadvantaged youth and children, the Director of Y-003 was eager to help draft the proposal. He saw the institute as a possible solution of two of his problems; namely, (1) to provide the Volunteers with a summer programs that would help prepare them for the inner-city teaching and/or some much-needed income and (2) to provide the city prospective supervising teachers for our apprentices with a thoroughgoing orientation toward Y-003 theory and practice.

So, the Y-003 Director joined with the College's director of practice teaching (for all teachers-to-be) and a friendly official of the Maryland State Department of Education in putting together Coppin's application for a NDEA grant. There was much rushing about to get the parts fitted into a coherent whole and then to get the requisite number of copies over to Washington before the last hour of the deadline date..

In due course, the proposal was approved for 60 places in a six-weeks "Institute for Teachers of Disadvantaged Youth." The Y-003 Director thought that he had communicated to his colleagues that he was expecting that at least half of these slots would be reserved for either Y-003 Volunteers or their cooperating supervisors. He would suffer a rude awakening.

In the first instance, the Washington NDEA authorities ruled out undergraduates from the institute, only applicants with bachelors' degrees would be eligible. This was a hard blow; but something worse was to come, for in the second instance, the director of the summer institute declared his independence of Y-003 and made it plain that the teachers who expected to supervise Y-003 personnel would have to take their chances along with everybody else who might be competing for one of the 60 NDEA fellowships.

Consequently, hopes were dashed and some feelings were hurt. There was an extended moment of discouragement.

However, as luck would have it, along came project Headstart. Immediately the Y-003 staff made contacts with prospective directors throughout the Baltimore area and assisted the friendly principal of the campus Lab. School in shaping up his Headstart proposal.

Thus, 4 of the Volunteers were teachers aides to the Headstart instructors on the campus and 6 held similar positions with such operations that were sponsored by the city's public schools. The other Volunteers got jobs as assistants in various government services or businesses. After a while, everyone had an income-yielding post that at the same time was directly or indirectly related to the objectives of Y-003.

Of the 26 teachers and 4 principals of the Laboratory School and the three public schools where our demonstrations and practices would take place, 9 won scholarships to the institute. This meant that for some 21, an alternative had to be found. Our best bet was to provide scholarships for our fall course "Education 415, Education of the Culturally Different." Only half of the supervising teaching personnel found it convenient to take this "evening" course. Thus, most of our supervising personnel had no special academic preparation for the task of overseeing Y-003 student teachers. We did not have the time or energy systematically to compare this group with the group that attended the six-weeks institute or the one-semester course that met three hours per week for sixteen sessions.

As our anxieties for the summer quieted, those for the fall loomed ahead. This senior year for our Volunteers would be, for the most of them, the time for their "observations" and "practice." What had been learned in the courses would now be seen and applied on the campus and in the public schools. This would be the next phase of what we liked to think of as our "grand design."

V. DEMONSTRATIONS PLUS

In the civil rights movement the word "demonstrations" conjures up images of sidewalk picketing, bands of song-singing students brandishing their placards and banners or surging about a lunch counter for a sit-in. But in Education a "demonstration" is a quiet class of prospective teachers sitting and watching a master instructor show them how a lesson really should be taught. Such exercises also go by the equally decriptive tag of "observations," for they are indeed the deliberate look before the apprentices themselves make the leap into their chosen profession.

This phase of the Y-003 design required staff expansion and some planning. Happily, our funds made all of this possible.

After July 1, 1965 we no longer had to restrict ourselves to a skelton staff of a half-time director, half-time associate director and full-time secretary. Now, we were fully funded and could be fully staffed. Thus, we could add the following: (1) a school social worker (half-time), (2) an unassigned teacher, (3) a secretary of accounts, (4) a community surveyor and (5) an audio-visual attendant. Meanwhile, the Director became full-time. The Associate Director chose to remain half-time for reasons of health and personal cultural interests.

Immediately this enlarged staff began to make plans for the orientation of all the elements that would be involved in our project. Our feeling was that everyone ought to understand the theory, goals and procedures of Y-003 and should see the way that all of the pieces were meant to fit together into one pattern.

To this end, a day conference was set up for September 11, 1965, at the very beginning of the first semester of our Volunteers' senior year. Invited to attend were:

1. The Volunteers,
2. The staff of the Laboratory School,
3. The staffs of the three cooperating public schools,
4. Key public school and college supervisory and administrative personnel, and
5. All project staff.

Even such a simple operation ran into an unexpected difficulty. Our contract with the federal government provided that we could pay each conferee $16 for giving up his Saturday of September 11th to us. At least this would reimburse him for meals, travel and other incidental expenses.

Here, again, we were confronted by the State bureaucracy. Someone there felt that the teachers of our Lab. School should not get the $16 on the grounds that this conference should be looked upon as a part of their regular teaching job.

We let out a howl that this would discriminate against State-employed invitees over against the City-employed invitees. The State, of course, had no say over the latter. Moreover, the purpose of the per diem allowance was to encourage the much-needed attendance of everyone. Finally, we asked if such a ruling might not be in violation of our contract with the federal government.

Well, we won. Everybody would get his $16 and we had a 95 per cent attendance at our conference! ...

Immediately, after it was held, we did a brief report that even now seems to suggest the content and atmosphere of the meeting. We quote it in full:

"On Saturday, September 11, Y-003 turned another corner. At this time all of the elements involved in the project were brought together and all phases of the design were subject to review and projection. This was an all-day, all-personnel orientation that was held in the Laboratory School on the college campus.

"Present were representatives of the College, the principal and faculty of the campus Laboratory School, the three principals of the cooperating inner-city public schools, the two public school area - and three sub-area directors - the full staff of Y-003 and, above all, the twenty-odd college seniors who are the educational 'guinea pigs' of our experiment for improving teachers for disadvantaged children.

"The day was warm but the high ceiling of the small auditorium where we met afforded some relief. Display tables, that boxed in the seating area, were filled with brightly covered readers and textbooks that were related to the subject of the conference. Each presentation was timed so that the conference would be concluding about 1 p.m.

"The meeting began with a short greeting from the

President of the College. Since a previous committment kept him and the Dean away, his remarks came from the tape recorder. A large picture of him was placed on a table up front for those who may not have seen him in person. He welcomed the conference, congratulated the project leadership, saluted the guest speakers and looked forward to future expansion. Then followed short introductions of other college personnel, public school area directors and supervisors and principals, who in turn, presented the members of their faculties.

"The project Director then gave a summary view of the chief features of Y-003 and attempted to show how courses of study, field trips, Laboratory School demonstrations, college-community institutes, practice teaching in inner-city schools all fitted into one pattern.

"The principal of the Laboratory School, Professor Frederick L. Nims, then developed its role as the educational greenhouse where theory is tried out under ideal conditions. He thanked Y-003 for supplying his school with a social worker and an unassigned teacher who could work with the 'slow' and 'gifted' children.

"The Director of Special Services for Baltimore city schools, Dr. Arthur Lichtenstein, next spoke on 'The Theory and Practice of Special Services in the City School System.' He was witty but somewhat pessimistic, for he reported that the competition for trained social workers, counselors, psychologists and psychiatrists has become so great that special services in Baltimore schools appear to be 'vanishing.'

In response to a question, he expressed some hope that federal funds might help with the financing side of the problem; but, he added, 'Where can trained personnel be found?' Schools of social work and counseling, it would seem, will need to give short intensive training courses, if the expanding needs in these areas are to be met. Dr. Lichtenstein gave a run-down on what is now available in the city's public schools.

"This overview was followed by a brief statement from each principal, detailing the special services in their own school. One of the objectives of Y-003, of course, is that the student teachers will learn to make maximum use of these resources.

"After the coffee-and-coke break, the conferees reassembled and heard the Volunteers, each giving a one minute self-introduction. This gave everybody present an opportunity to see and hear the whole group. They were delightful: - their personalities came through - even in this very brief exposure.

"The Associate Director of Y-003, Mrs. Viola C. Jackson, next spoke of the objectives and hopes of the project, with particular reference to the twelve weeks each student will spend 'practice teaching' in an inner-city school. She has captured much of the spirit of her talk in our manual for our pre-service teachers. Before concluding she drew attention to the display of books on the tables around the walls in the conference room. These were samples of the best books that publishers have been able to produce thus far for children who are (1) urban and that come from (2) low-income and middle-income families and (3) ethnic or cultural minorities.

"The climax of the whole meeting was the paper of Gilbert S. Derr of the Chicago public schools. Mr. Derr has had a major responsibility for initiating and organizing a program that would deal with over-age, low-achieving, potential drop-outs in one of the Chicago school districts. The thoughtful way in which he and his colleagues went about this task is in itself heartening. Moreover, by the use of innovations and common sense, the level of achievement was raised considerably and few of the predicted drop-outs materialized as such. Mr. Derr was frank to tell us of his failures as well as his successes. He passed along 'promising practices' with no assurance that these devices would work for us.

"By 1 p.m. we had had about as much intellectual fare as we could take. Too, we were getting hungry. So we did not show the film that had been scheduled. That will come later.

"From our point of view, the conference was completely successful. Everybody now knows what's what. It appears that we have genuine interest and cooperation at every level and a great deal of enthusiasm. All is set for the year's 'dry-run.' Apparently, the major problems of the design have been solved. In theory, yes, but in practice? ... that remains to be seen."

We were now ready for our "demonstrations," our theory being that our campus Laboratory School would be the ideal setting in which our teachers-to-be could see "how it is done." Here the educational approach of the college could be applied absolutely and the teaching situation could be modified as the experiment might require.

Our Laboratory School had many strengths but a few significant weaknesses. Most of the latter were rooted in the beginning history of the campus institution. This school began operating before its building was completed. There had been strikes, bad weather and other delays to the timetable of construction. Accordingly, the first home of the Laboratory School was in the basement of the library.

Similarly, the State failed to supply a salary scale for the Laboratory School teachers that was competitive with that of the public schools. Theoretically, all teachers in an experimental operation should be superior in competence and experiences. The master teachers who came to the Laboratory School often had to do so at a financial sacrifice.

On the other hand, the Laboratory School leadership was splendid. The principal, Frederick L. Nims, was young, aware of modern educational practice and most cooperative with Y-003. He had brought the school forward - as far as his budget would allow him. The Laboratory School first opened in '61 and by the fall of '65 when Y-003 began to make use of it for student observations, it was well-located in a modern, spacious building and with a fine group of teachers that had learned to work together as a team.

From the view of Y-003, the Laboratory School had two serious staff limitations - it had no school social worker and no unassigned teacher who could move about freely to deal with the special problems of the pupils. Accordingly, Y-003 paid for these two additions to the school's faculty.

And there was another thing "wrong," we thought. As Y-003 saw it, the Laboratory School was too "middle-class." Three-fourths of the children there had parents whose fathers were listed as "business" or "professional" or otherwise "white collar." The mothers were generally school teachers, secretaries, "students" or "merely" housewives.

Such a school population did not correspond at all to the social composition of Baltimore - or of America - for that matter. At least a little flavor of economic deprivation was needed to leven the loaf, we surmised.

The College and Laboratory School faculty readily agreed that a third of all slots for new pupils and all replacements fro "drop-outs" would be reserved for children from low-income families. On the contrary, the Laboratory School PTA (Parent-Teacher Association) was disturbed by the rumor that Y-003 was going to flood the school with inner-city children and so was relieved when it learned of the modesty of our proposal. The "flood" turned out to be only 11 first graders and 8 replacements in the other five grades of the school.

Our staff - especially our associate director and social worker - helped with the recruiting. We were careful to select children from poor homes and ~~who mi~~ght be culturally retarded but were not - definitely not - mentally retarded or physically handicapped. These areas were the provinces of another school project.

We hoped later to do something about the Laboratory School's ethnic imbalance, for 95 percent of its 200-odd pupils were Negro. (It does take time to get around to everything.)

Generally speaking, our "demonstrations" went well. The model lessons were often well-planned, with the objectives, procedures and materials clearly outlined. The performances were always interesting and, at times fascinating. There were immediate questions and comments from the observers. Bull sessions, called seminars, were held from time to time. Members of the College Department of Education and Psychology, the school principal and the Y-003 staff all joined in these open discussions.

Soon the Volunteers could at least "talk" a good lesson, which, of course, did not mean they could "teach" one.

All of the Laboratory School "demonstrators" were aware of Y-003's theory and perhaps this orientation had a pervasion influence on their performances. Nevertheless, we never claimed to have placed our brand on this, the major activity of the campus Laboratory School in the whole process of the education of teachers.

At this point, our students were getting the same experiences as were the other prospective teachers of the College, and this was not very different from what thousands of student teachers were getting in hundreds of educational institutions throughout the land.

We meant to have this model classroom experience as a backdrop fo whatever our Volunteers might encounter in the classroom of the future. Here on our campus, teaching conditions were ideal - for example, small classes in spacious, well-lighted and comfortable rooms; attractive bulletin boards, a library filled with books encased in colorful jackets for well-behaved pupils. Everything was convenient and conducive to learning - at least, so it seemed. If later our Volunteers should land in less favorable school circumstances, they could always remember that learning conditions could be right and that successful teaching was indeed within the realm of human possibility.

Apart from the demonstrations, Y-003 did sponsor at the Laboratory School three special features for the Volunteers:

1. Improving the self-image of pupils;
2. Accelerating the progress of educationally retarded and (in contrast) "superior" and "gifted" pupils; and
3. Connecting the school and home by means of a social worker.

We might review these in order.

As a first feature, we were interested in the pupil's conception of himself and of the school as part of his world. We would observe the behavior of the youngsters to see if we noted lack of self-confidence as a factor in his school progress. We devised a little test that was based on Bert Brown's test for older youngsters. This simple devise sought to ascertain "love" in the child's world of parents, siblings, teacher and playmates.

Our usual procedure was as follows, with the words and phrases adapted to the child and sometimes repeated in order to be sure of understanding and communication. Most of our children were four or five year olds, who had been in the Lab. School kindergarten or Headstart for a month or so.

Mrs. Jackson, our Associate Director, who knew the children and was known by them, would be in the room with the child. A photographer would come along and take a picture of the child (without saying that the picture is being taken) and then leave. He would use a polaroid camera. After the picture was developed (it would take about a minute), Mrs. Jackson would proceed with the questioning of the child. .

The following was her general line of questions with repeats and adaptations in order that the child would understand her:

Who is this? (pointing to the picture)

What is his (or her) name?

Does his mommy (or mother) like the child in the picture?

Does mommy make the child cry?

Does the child love mommy?

Does the child love his mommy when she spanks him?

Does the child love his mommy all the time?

Does his father (or papa or daddy) like the child in the picture?

Does the father make the child cry?

Does the child love his father?

Does the child love his father when he spanks him?

Does the father play with the child?

Does the child kiss the father?

Does the child love his father all the time?

Does the child have any brothers?

Does the child love all of his (or her) brothers?

Do the brothers hit the child?

Do the brothers play with the child?

Does the child have any sisters?

Does the child love all of his (or her) sisters?

Do the sisters hit the child?

Do the sisters play with the child?

Do you like school?

Do you like to go to school? Why?

Do you know your teacher's name?

Is your teacher mean?

Does the teacher spank you?

Do you have a playmate at school?

What is your playmate's name?

Do you hit your playmate?

Does your playmate hit you?

Does your playmate make you cry?

Do you love your playmate?

Giving this test was always interesting. We gave it only to the 11 children that Y-003 itself had recruited from the inner-city. Almost all of them recognized themselves as the child in the picture before him, though one boy said that it was his brother. Almost all of them seemed to have an affectionate world at home and at school and in which they found security. Some were "shy" or "quiet," others were more "outgoing" and "talkative." None reacted to the word "spank" but substituted the word "beat." Apparently, father "beating" was resented more than mother "beating." It may have hurt more. One child said that his baby brother would strike ("beat") him but that it didn't hurt.

One of the children talked of his "real" daddy in contrast to his step-father. Another announced that his mother was "getting married" (again). Still another said that her daddy was married to "somebody else." Two of the children said that they liked coming to school because of the food; two other, because of the toys. Only one child preferred his father to his mother.

Perhaps the only defective self-image that we noted was that of the boy who said that the picture was not of himself but of his brother. This reaction fitted in with his general pattern of diffidence and caution. When he was brought to school he would linger outside for a while, before actually going into the building. Likewise, he would hesitate in the halls before entering his classroom, unless he saw some other child or teacher who would speak to him pleasantly. At one time when the pupils of his class had done clay molding, he would not claim his own work until he first heard somebody speak well of it. Behind this caution, however, was a quiet strength and perhaps, we thought, a counter aggressiveness.

In order to improve the self-image of children we would emphasize the following:

1. Positive teacher attitudes in terms of fairness in making all of the children feel wanted;
2. Positive parent attitudes arrived at through conferences usually with our school social worker;
3. Encouragement through hero projection from the general culture and particularly from Afro-American cultures (this would have been adapted to other ethnic minorities if such children had been present);
4. Attention to the personal needs of the children that the home might have been unable to meet, such as the cost of transportation, clothing, etc.

Our self-image work, obviously, was considered by us as only illustrative and suggestive. By it we did not "prove" anything.

Our second special feature was the work of Mrs. Martha T. Jones, our unassigned teacher. Her job was to see that "smart" and "gifted" pupils forged ahead and that "slow" ones "caught up." In many ways she was well fitted for her tasks. She herself was a mother of several children, each with individual abilities and tastes. Her husband directed the athletic program for the College.

She had taught in schools that could be labeled as "poor," "rural," "urban" or "affluent." As a school ma'am, she was quietly positive and winsome but as a citizen, a fighter for civil rights. She was so serious about her work that the project Director "required" that each of her weekly reports to him contain at least one joke or anecdote. She complied smilingly.

Mrs. Jones' results were quite evident though not always measurable. Through the school year she worked with some 27 pupils. Their IQ's ranged from 90 to 108; their reading retardation was from 1½ to 3 years. About half of her charges went up appreciably on reading and arithmetic skills. About a quarter of the others improved in the intangibles of "interest," "self-image" and "inter-personal relations." For the final quarter of the pupils, it was manifest that their problems went beyond a remedial class, deep into the home or psychological disturbance. They were referred to our social worker.

Mrs. Jones was quite popular with the Volunteers. Whenever she gave a demonstration even College students who were not in the Y-003 program asked to be allowed to attend it. We agreed, for all along, we admitted other prospective teachers to our classes and programs if this fitted in with their assignments. The College faculty liked this very much but one or two of the Y-003's themselves thought that we should have been a bit more exclusive.

Mrs. Jones also had a responsibility for the educationally "superior" students. After much debate, she, the Laboratory School principal and Y-003 staff agreed that this might be done through "interest clubs." This was no innovation. We would invite all students to choose one of the clubs for extra-curricula activity but we urged the "superior" and "gifted" pupils to do so. Thus, we had a band, a glee club and groups for reading, French, drama and art.

We roped in as advisor the College faculty member who was most related to the club interest and we asked each Laboratory School faculty member to sponsor one of the groups. Mrs. Jones would coordinate the whole operation.

It worked fairly well, varying according to the time that the faculty members could give to it and the scheduling of club activities so that they would not overlap with each other or with all - campus programs.

There was the sound of music everywhere. The search for rocks and fishes never ended, museum visits and assembly programs came fairly often and there were sporatic outpourings of essays and speeches. It would have appeared that no talent could have been hidden under a bushel. Still, we had no way of measuring our results beyond the figures that told us nothing more than that attendance was good and that the percentage of participation was high. Most of the little folk, apparently, had great fun! Some teachers, however, felt that their club assignment was just an extra chore.

Our third special feature with the Laboratory School was provided by our social worker. Walter Carter was a rare combination of a highly trained professional who was, at the same time, a deeply concerned citizen. He had a master's degree in social work from Howard University and for years was the motive force of Baltimore's chapter of CORE (Congress of Racial Equality). He knew the bookish jargon of his colleagues but was always able to see a problem simply and act upon it.

We wanted our Volunteers to appreciate the usefulness of a social worker in helping a teacher handle classroom problems that extended beyond her four walls. Moreover, Carter was good counsel for the principal and faculty of the Laboratory School as well as for the pupils and, of course, our Volunteers. He had a way of analyzing a problem for its specifics but never failed to put it in its social setting before he was done with it. His experiences in the U. S. Army and in civil rights demonstrations (!) gave the Volunteers a sense of confidence that he was not merely a man of "talk" but believed also in thoughtful, strategic action.

Carter (and Y-003) believed in preventive and positive social work. That is to say, problems as they emerge, would, of course, be dealt with but most of the time of the social worker, we hoped, would be spent in stimulating the pupils to their highest achievement and personal fulfillmet. This would be done by uniting the school and home in this common enterprise and then examining the influences of both environments so as to maximizing their positive influence upon the child. Children, thus, need not become problems in order to receive attention from our social worker.

Carter explained all of this to the faculty, the PTA, the Volunteers in groups, and would re-explain it to any individual who was interested.

To serve these ends, he set up the device of a Health and Guidance Committee. On it were the principal, the unassigned teacher, social worker and school nurse. It met weekly, not only to consider problems but, as they put it "to plan constructively."

Carter often pointed out that a typical year with the Baltimore public schools revealed the following duties for their school workers:

Pupil Problems	Percent of all Referrals
Attendance	27
Aggression	45
Withdrawals	5
Learning	17
Other	6

This was not the situation in the Laboratory School. Half of the problems were "learning," that is, the lack of what we believed should have been maximum educational progress. And next came "avoidance," not so much "aggression" or "withdrawal" but the ducking out or otherwise escaping a responsibility or an uncomfortable school situation. The final quarter of referrals to Mr. Carter were mental and emotional disturbances.

Carter has a good "bedside" manner with everyone. He was a perpetual "conferer" and "visitor" - to classrooms, homes and playgrounds and with individual pupils, teachers, parents and Y-003 people. There is just no way of measuring his influence though everyone agreed that it was tremendous.

Thus, Y-003 relations with the Laboratory School were extensive. Our project home was located there. Not only was it the stage for our demonstrations but also for our experiments in self-image improvement, preventive and remedial adjustments for educational achievement and social compatibility.

Our Volunteers had seen master teachers, under the favorable circumstances of campus life, turn theory into practice. Now, we hoped, they were ready to see what they themselves could do with the circumstances and children of the inner-city.

VI. PRACTICE MAKES PROGRESS

Our Volunteers would now change from "lookers" to "do-ers," though under supervision. They would be at least partially on their own. Too, they were leaving the educational greenhouse for that "world out there." Good-bye campus; hello inner city!

To them, each of our three public schools would exhibit a distinct "personality" of its own.

School #107, at Gilmor and Laurens, was just across the street from a low-rent housing project. The entire neighborhood was Negro, aside from the corner stores. Historically, it had been a well-kept residential section but decades ago the proud, home-owning middle class had retreated before the invasion of landlords and tenants. Coppin itself was once but a few blocks from the present location of P. S. 107. Today, dilapidated and decaying housing is the most visible sign of the general economic and social decline.

The school building itself was relatively new, erected in 1962. It was clean and comfortable. Samuel N. Phillips, the Principal, was quiet, pleasant and an able administrator. His school was orderly and he was glad that Y-003 had come. Both faculty (32) and student body (948) were "all-Negro."

At public school #22 the faculty was all-white, at least at the beginning of our operation there. For a long while this had been also true of the student body but by the time we came ('65-'66), a quarter of the pupils were black. The neighborhood was still largely "poor white," many of the residents having come to the city from the hills of Appalachia. The housing was a little better than that surrounding #107; however, there were more small industries in the blocks adjacent to the school, located at Scott and Hamburg Streets. Edwin Cohen, the Principal, was more lively than Principal Phillips but equally cooperative. He was the only one of our three school heads who had attended the College's six-weeks summer institute for teachers of disadvantaged youth. His school building was erected in 1922. Some of its decorative beauty and all of its original spaciousness were still there, including the marble-trimmed windows and doors and the wide, ample halls. The faculty numbered 27; student body 775.

School #2, at Stiles Street and Central Avenue, was also located in a neighborhood of light-industry shops. Again, there was a public housing development nearby but it was racially mixed, unlike the one across the street from #107. Among the whites who resided near #2 were descendants of Polish and Italian immigrants. The school population (1066) reflected this; also, that there were a few Lumba Indians (in from North Carolina) and - believe it - several Gypsies! As the Negroes moved in, the whites tended to move out - the usual American urban pattern.

The #2 faculty of 39 was ethnically mixed. The Principal, Sidney Tepper, may have been somewhat more withdrawn than Cohen or Phillips, yet when it came to Y-003, he was the one who wrote a most penetrating and appreciative analysis of our work with the public schools. His building was the worst of the three schools. It was 57 years old, had a make-shift cafeteria and no assembly hall. An affluent school system would have torn it down; instead, Baltimore gave it only a thorough renovation. Thus, it was old and, by the usual standards, inadequate, but still highly useful.

The Volunteers were as well-armed with charts and guides as an explorer on his way to the North Pole. The College had a standard manual for "directed student teaching" and so did we. Mrs. Viola Jackson, our Associate Director, had produced a special guide that focused upon the features of our program. It emphasized the importance of understanding the children and the absolute necessity of knowing about and using all available "tools of remediation" that the school and community afforded.

In two of the schools, our Volunteers were invited to the pre-opening faculty meeting. In the rush of things, this was forgotten about at the third school. All of the Volunteers had a day-before-registration visit to their classrooms and were allowed to help "fix things up." Soon the eager, young horde would be dashing through those doors.

The operation of Y-003 in practice teaching was, actually, a double duty. The College had its well-established system with a director, assistant director, seminars, reporting forms, et cetera. We agreed not to displace the system but to supplement it, perhaps enrich it, with the Y-003 imput. Thus, our Volunteers and supervisory teachers had to deal with both the regular college machinery and with ours. Fortunately, after a one semester's trial, the College graciously allowed our chief directed teaching supervisor, Mrs. Jackson, to oversee the general requirements as well as those special to Y-003.

We told our Volunteers that their two initial tasks were to establish rapport with their supervising teachers and with their pupils. Perhaps some day we will be able to feed into a computer the personality items of prospective teachers and supervising personnel and come out with a compatibility chart, matching up everyone properly. Now, we have to rely upon more old-fashion techniques.

On the one hand, we joined with the principals in selecting the most competent and cooperative teachers of these three schools. We did not dare test them, after persuading reluctant ones to join us. Moreover, one of the purposes of the September 11th conference was to have the Volunteers meet and begin to know the people of the schools where the practice teaching would be done. Specifically, we urged our Voluntees to study the teacher under whom they served and to take the responsibility, themselves, of establishing a friendly atmosphere for suggestions and corrections.

On the other hand, we talked individually with each of the supervising teachers about the Volunteers who would be coming to them. Each of our students brought along a personal data folder that was often quite informative. We dared to test our Volunteers, using The California Test of Personality, The Purdue Master Attitude Scales and the O.E.O. (Office of Economic Opportunity) check list on attitudes toward working with disadvantaged people. These confirmed our campus impression that we had a group that was generally warm, outgoing and people-oriented. Even so, we knew that no precautions or preliminaries could precisely predict or control the reaction that would take place when the chemistry of personal contact occurred.

We were lucky: in the most cases, our Volunteers and their school supervisors got on well. The professional work relations very often were quite good. Some real friendships developed that continued after the practice stint was over. There were, of course, preferences and differences and we had one actual collision.

An example of the way preferences tend to operate was furnished by school #107. Two of the teachers there, warm personal friends, had different philosophies of discipline for ghetto children. One of them held that such children need to experience a firm pattern of authority in school because this more often than not was absent from their homes. The other instructor held that ghetto children are so oppressed and suppressed by the society that they needed to be freed, encouraged to speak up and take the initiative as often as possible in the school as elsewhere.

Accordingly, our Volunteers were successful with each of these supervising teachers to the degree that adjustment could be made to the diametrically different atmospheres of the two classrooms - the one of "freedom"; the other of "discipline." Both systems seemed to work, everyone testified. We all smiled at this.

Less felicitous, of course, was our one, head-on collision. It was personal as well as academic.

The particular Volunteer involved was several years older than most of the others. She was married, had a wide experience in life and had fought her way through several previous college and civic encounters. She knew her rights and insisted upon them; but was not equally aware of the feelings of others. Thus, she would not hesitate to report to the Dean that a college professor was not doing a top-notch job. She herself maintained a "B+" average.

The supervising teacher in question, was also ambitious and dynamic. In a free-swinging style, she did not conduct her first grade class according to the book. But she was a huge success and the principal was so happy over this that he seldom read the book to her.

And so, when this highly organized Volunteer came to do her practice under this somewhat informal teacher, their different orientations immediately became manifest. The Y-003 advice to its charges had always been: the teacher is there; she is established; you are the learner. It is for you to adjust to her, not she to you. You are to maintain an atomosphere in which you can learn everything possible from this teacher. This is your period of apprenticeship. Time will pass and soon this will be over. You will have a classroom of your own some day. Then, feel free to put into practice everything that you believe is best, ... if the principal will allow you to do so.

Our Volunteer forgot about this, for she not only vigorously debated points of view with the supervising teacher but, without Y-003 knowing it, took the arguments to the school principal and implied that she was not getting proper supervision and that the teacher spent excessive time in fraternizing with other teachers and staff personnel during class hours.

When the teacher learned of this, naturally, she "hit the ceiling."

Thus, we had a real crisis. We consulted many times with all parties, separately and together, and attempted mediation. But the sense of being mistreated was so strong on both sides that full reconciliation was not possible. We did, however, after two weeks of daily effort, finally establish enough of a truce that the practice teaching could be resumed and completed.

Soon afterwards, the Volunteer resigned from Y-003, feeling that we had failed to support her sufficiently; also, she intimated that Y-003, when it allowed students who were not in the program to take classes and view demonstrations along with the Volunteers, lost whatever distinctiveness it may have had. She persuaded another Volunteer to leave the program also.

The supervising teacher, during the course of the crisis, became ill. After the school term was over, she suffered a relapse. A year later, she died. Perhaps there was no connection whatsoever between the crisis and the teacher's health, yet some of us felt that the tragedy was all-pervasive.

Happily, our Volunteers and the children adjusted to each other easily. This direct contact between future teachers and inner-city pupils was the core of our theory of the way such pre-job preparation should be conducted.

What was this coming together like?

Perhaps the scholarly books on urbanism and family life had exaggerated the differences so much that some of our Volunteers were surprised to find these little people "not very different from any other children, including those of the Laboratory School," as one of them put it. Remembering their own personal background and associates, one of the Volunteers mused, "We should have known better than the books."

The basic similarities were all there, and yet, we could distinquish shades of comparison and contrast. It might be possible to generalize as follows about the children we met in our three public schools:

Physically, they appeared to be more vigorous than the Laboratory School "kids," playing more roughly, pushing and dashing about. They were quick with their fists - fighting, it seemed, could erupt spontaneously, from almost nothing!

The language of the inner-city youngsters was saltier than that of the middle-class students, no doubt reflecting words and phrases heard at home or on the streets. Their grammar and speech were "worse," from the standpoint of standard, "correct" English. (Whose standards?)

The public school pupils were worldly-wise on sex, having seen and heard more than most juveniles on this subject.

Maybe it was a surprise that a majority of the inner-city children that we dealt with were neat and clean in their inexpensive clothing. Of course, there were some dirty and smelly ones but by count these numbered less than one-tenth of any class. We realized that one - just one - truly "stinky" child could upset a whole room full of clean ones - and the average teacher. •

Also, these children were frequently bright and alert. This was particularly true when it came to what was going on in the affairs of the city or neighborhood. They knew the mundane news and moved about Baltimore a great deal with self-reliance!

Similarly, our public school children were less fearful than others of teachers and would fight back if confronted. Despite this tendency, they would bring in all sorts of little gifts, if they liked a teacher and if their teacher liked them.

As a matter of direct observation, we did not see that "moderate poverty" (whatever that may mean) was an absolutely destructive force among our inner-city children. This is to say, as long as it was not severe enough to break down human resilience of the individual or his family. On occasion, it may have been a stimulating rather than a restraining influence on personal development.

To the contrary, "extreme poverty" that crushed the defenses of home and child was a very different matter. Where there were suffering and neglect or hostility - for example, insufficient food, clothing, money; a deserting father or alcoholic mother - then, we had the inner-city child that many educators and social workers expect to find. Some of our "poor" kids did not realize that they were poor or attach any deep significance to it ... The children? - ah, most of them were wonderful!

We knew that their families were not "model-A Americans;" that their intellectual environment at home was not the best; and that there the level of aspiration was often low and notions about the paths to it confused; still, our theory was that a good teacher in a good school could repair most of the damage and add incentives that the middle-class child might well pick up from his mother and father,

As Kenneth Clark once told us: "treat these inner-city children as though they were intelligent and deserving and the chances are they will turn out to be just that."

As we worked with our youngsters, some of whom were so "smart," confident and trusting in their early years, we wondered what the social order would do to them as they grew up and realized increasingly their status and probable fate.

The relations between our Volunteers and their classes seemed to hinge on the following:

1. The kindliness of the student teacher.
2. Whether the regular teacher presented her apprentice as another "real" instructor or merely as someone who was learning to teach. We tried to persuade supervisors never to correct a

Volunteer in the presence of the class. Obviously, one so corrected would lose "face."

3.. Home visits were important. Children doted on a teacher who walked from school with them or visited their parents - especially when the child had done nothing wrong and had no fear of criticism or punishment.

One Y-003, who visited every child in his classroom, became so popular with the pupils and parents that the regular teacher, who had not found time to do that, became envious. And this was a "white" Volunteer and mostly Negro youngsters. Likewise, a Negro Volunteer was looked upon as an "African Queen" by her small, white charges.

As the practice terms would draw near their close, many of our Volunteers were loaded down with small presents, flowers and other tiny tokens of esteem. One class did a scrapbook on their student-teacher, another wrote a letter of congratulations to "their" Volunteer, who had been elected "Queen" at the College.

Such good-will may have been typical but we did have our clashes from time to time. One of the most dramatic of these had "racial" overtones.

It happened during a baseball game at recess time. Our Volunteer, who was Negro, noticed that one boy, white, was preventing the other, smaller ball players from getting their turn at bat. Smiling, she asked him to step aside.

He refused. She pulled him aside. He struggled. She grabbed him. He called her an offensive name. The smile vanished from her face as she seized him by the neck of his sweater and began forcing him toward the principal's office.

When one of the white staff members saw the grim-faced young woman literally dragging the boy into the school building and up the stairs, she confessed later that she feared that our student-teacher was taking the unruly child somewhere to kill him. Fortunately, the principal was able to straighten things out and all ended well.

Our Volunteers, obviously, were getting a great deal, personally, out of the practice teaching; at the same time, they were interested academically in the grades that they would receive for their work. This, too, had its tearful moments. Supervision of student-teachers was a new role for some of the public school instructors - they had never done it before; for all of the supervisors - both old and new - the rule books were at points misleading.

The regular College handbook and guide for the quarterly reports that the supervisors were to submit contained this instruction:

> The _exceptional or superior student teacher_ is one whose performance is _consistently_ of such superior quality that the supervising teacher feels the student is _as competent as a superior regular classroom teacher_. Such a student, needless, to say, is rare. The _exceptional_ or _superior_ student teacher can

> receive a grade of 95 to 100. (Italics in original.)

In one of the seminars, it was thought that College officials had interpreted the passage to mean that no student-teacher could win an "A" grade, for to do that, he would have to be as good as a top, experience teacher. As one of our supervisors put it, "This was tantamount to saying that the student under us was better than most of us. Impossible!"

So, some Volunteers received lower grades ("B's" and "C's") than they had been getting in their upper level college courses. A majority of our people felt that they had put more into practice-teaching than any other assignment, and were frankly disappointed. Moreover, the written justification for the grade that their supervisor had to submit to the College, at times contained criticisms of the work of the Volunteer that had not been previously expressed - at least, so it was claimed. We often heard: "Why didn't she tell me all this early enough so that I could have corrected it?"

We of the Y-003 staff had failed to anticipate any difficulty in grading and were thus caught short with this problem. However, we moved in on it as soon as we got the news. First, we extracted from the College a promise to revise and reinterpret the handbook and quarterly reports guide. Next, we advised all of our supervisors that a student should be judged in practice as he was in any other college course and that he was not expected to equal or surpass his mentors.

After this new understanding was reached, the grades from "Practice" began to conform to those from other College courses.

Too, some heat was generated over the question of shifting student-teachers from one class to another. It was a standard procedure for the twelve weeks that were devoted to "Directed Student Teaching," the official nomenclature, to be divided into two periods that would be spent in two different classes. Thus, a Volunteer might pratice-teach one first grade for six weeks, then shift to another first grade or to a second or third grade, in the same or in a different school.

Some Volunteers felt that just about the time they had established rapport with the teacher and the pupils of a class, the signal would come to move on. If this first experience had been successful, the change to a new situation was just that much more trying. On the other hand, a few Volunteers had a better relationship in their second teaching situation. And so it went...

Our staff believed that one practice experience could be misleading; at the very least, everyone should have two distinct trys before venturing forth on his own.

There were some complaints that a few supervisors did not make enough suggestions or offer enough criticism. However, there were more complaints of over-zealous teachers who kept the exhausted Volunteers at work hours after the school day was over. The Y-003 staff had to sound a caution on both points.

Good or bad, the days of practice passed quickly. So many expressed surprise that they were gone so soon.

Once back on the campus, the Volunteers, we thought, exhibited a new stance: they were much more confident and articulate. They seem to say in their gestures as well as words that now, at last, they knew from experience what previously they could only believe and hope for; that they were, in fact, capable of being "good teachers."

VII. INSPIRATION AND EVALUATION

All the while that our Volunteers were observing demonstrations in the Laboratory School and conducting practice sessions in the inner-city, they were participating in a related series of experiences with institute speakers and our staff social worker and community surveyor. It was as though the output of the Volunteers was constantly charged and re-charged by an imput from these special sources of energy and inspiration. We were thus learning more about the people we sought to serve, letting them know more about us and raising a gentle slogan of "let us unite and press forward for the common good."

Accordingly, our community surveyor roamed through the neighborhoods that surrounded our three public schools and the Laboratory School. She wanted to find out, first hand, what they thought about the school in their midst, about themselves and the possibilities for community betterment. Our social worker continued to bang away at forging the home-school link and the institute speakers kept repeating, so to speak: "We can do it. You can do it. I am sure of this, for I did it myself."

Our community surveyor, Mrs. Julia P. Davidson, was another fortunate choice for us. Her mother was a counselor at Coppin and Mrs. Davidson herself was literally "college-bred" in that she was born and grew up on the campus of Shaw University and received her bachelor's degree there. More recently, she had participated in "War on

Poverty" workshops and after that decided to work for an advanced degree in Education at the University of Maryland. She is one of those rare workers who does a first-rate job but is self-critical at every point. She requires no supervision, providing that herself. All she needs is someone occasionally to join the dialogue that she constantly carries on with herself. She could give only half-time to us but accomplished more - much more - than most full-time workers.

After getting the "lay of the land" from conferences with Y-003 staff and school personnel, Mrs. Davidson would start her survey of attitudes with the parents of the children who were enrolled in our schools. She made home visits, that were, whenever possible, preceded by a telephone call or a from letter that identified her as a school representative, who was interested in improving community relations.

She would visit morning, afternoon or early evening, preferred to talk with both parents but usually ended up talking to mothers. She was well received; no door was ever closed "in her face."

Mrs. Davidson would also call on the merchants and shop-keepers, the few doctors and dentists and other professionals of the neighborhood. She would talk with recreation and housing personnel and social workers, if they had been associated with the neighborhood for a period of years. All and all, she tried to have at least 50 good, long conversations per school. She was armed with a questionnaire but used it mostly for her own guidance. This is to say, we were after generalized attitudes and made no effort to be precise.

Certain basic data about the four school neighborhoods may be summarized as follows: (See Charts on Pages 82 and 83.)

SUMMARY OF NEIGHBORHOOD CHARACTERISTICS

	SCHOOL #2	SCHOOL #22	SCHOOL #107	LAB. SCHOOL
Ethnic Background	80% Negro, 20% white. 80% Baltimoreans, 20% Southern in-migrants	80% white, 20% Negro. 70% Baltimoreans, 30% South and Appalachian in-migrants	100% Negro. 88% Baltimoreans, 10% from South - 2%, North	98% Negro. 60% Baltimoreans, 40% South, North and Midwest in-migrants
Family	Majority - broken homes	Majority - complete families	Majority - complete families. 2% guardians or grand parents	1% broken homes
Income	50% on welfare. Other sources - mother working - armed services pension	20% both parents working-father providing income in majority; few on welfare	Father provides income in majority of families, small percentage on welfare	Large percentage of both parents working; none on welfare (aside from Y-003 recruits)

SUMMARY OF NEIGHBORHOOD CHARACTERISTICS

(Continued)

	SCHOOL #2	SCHOOL # 22	SCHOOL #107	LAB. SCHOOL
Size of Family	Average 7	Average 6	Average 4	Average 4
Education	No college, few high school graduates. Average grade level, 8th grade	Average, 9th grade	About 15% high school graduates. Average about 11th grade	10% advanced degrees. Average 1 year college. Only 10% not high school graduates; none less than 9th grade
Kinds of jobs	Unskilled labor	Semi-skilled labor	Semi-skilled, a few skilled and professional	Professional - sub-professional and skilled
Years in community; buying or renting home	Majority in public housing. Average 8 years. Small percentage own homes	Majority own modest homes; average 10 years	Majority in public housing or renting - average 6 years	Majority buying homes - (middle-class) - average 7 years

As for attitudes toward the schools, Mrs. Davidson found the following: parents generally thought that the school was doing a good job. There may have been some criticism of a particular teacher here and there with whom a parent or child had had "some trouble" but school teachers as a group were looked upon as good people doing their best.

One of the public school principals was new and not well known; another was judged not to understand the community at all times "... since he's Jewish and we're Christians, mostly Catholic." The third of our three public school heads was "all right in every way." Some parents had transferred their children to his school, for they knew about his good reputation previously.

Only one of the three public schools had a working PTA (Parent-Teacher Association), a second reported poor attendance, the third, nothing much at all.

The parents of #107 were proud of their school, those of #2 were lukewarm, #22 simply accepted their school as part of the environment. They seem to say that it had been there a long time and no doubt would remain as before.

Negro parents rated the neighborhoods as a good place to live more often than did the white. One of the "reasons" that white indicated a desire to move out was that so many new people (Negroes) were moving in.

Shop-keepers were generally hostile to the school children. The youngsters were termed "bad" and "not knowing how to behave." Mothers and teachers were blamed for not doing anything about the "destructive and thieving young people." School did not seem to be "doing them any good."

The neighborhood professionals were more or less remote, not really identifying themselves beyond their own services with the "overwhelming" or "helpless" situation of the community. The religious leaders were much concerned verbally but seemed not to have the energy or resources or will to mount any real program of community aid.

The people who were on "welfare," as they called public assistance, thought that it was good but insufficient. Those not on it, felt that it was needed but that some "chiselers" took advantage of it.

Most of the clientele of school #2 came from two public housing projects. The people there appreciated the accomodations that they could not secure elsewhere for the same money. Still, the whites were rather anxious to move out because the Negroes were often "mean" to them and many of their old friends had gone. On the other hand, black and white children who lived together in the projects, seemed to get along better in school than did most of the others of diverse ethnic origins.

To our surprise, the police were not looked upon as "the enemy of the poor people." The charge of "police brutality" was balanced against the admission that "robbers and hoodlums that infest the neighborhood need to be stopped." Public parks were generally considered unsafe at night. Individual policemen were given credit for "doing the best that they can under the circumstances."

The sanitation department could pick up trash more often and ought to clean up those dirty alleys. The neighbors themselves could do much more to keep their home surroundings presentable, it was said.

Most of the interviewees liked Baltimore - often not knowing any place else. As expected, recent in-migrants longed for "back home" but conceded that there was no longer "anything to do" on the farm, in the mines or in the southern village left behind.

For voting - a majority of those Mrs. Davidson talked to around #2 and #107 were registered but only a third of those from #22's area. The voters cast their ballots mostly in presidential elections. Negro parents appeared to be more interested politically than the "poor whites."

Everybody spoke highly of President Kennedy and deeply regretted his assasination. Everybody spoke well of President Lyndon Johnson, saying that he was trying hard and had a feeling for the poor people.

The Governor of the State at that time, J. Millard Tawes, was not well known. Many could not remember how he looked or anything about what he had said or done. On the contrary, Mayor Theodore McKeldin was much more vivid to them and was generally credited with being a good fellow trying to do a job for everybody. His debate with the teachers on the salary question had attracted the attention of some of our interviewees but no strong feelings on this question were expressed.

There seemed not to be much enthusiasm for any political leader; that he would make life better for them. Nor was there any excitement over the War on Poverty.

Neither did the mention of the name of any civil rights organization or leader stimulate any interviewee to say that the group or man would make a big difference in their lives. Really, apart from Martin Luther King, Jr. no national civil rights leader was well known among them. They all liked King but distantly; none of them expressed a yearning for a community visit from him. Some had heard a little of CORE (Congress of Racial Equality) and the NAACP (National Association for the Advancement of Colored People) but only a handful had ever taken out a membership or could ever remember making a contribution to any civil rights campaign. About half indicated that they would probably do so, if asked.

Surprisingly, church membership was a little less than 50 per cent.

In general, it would seem that the inner-city neighborhoods were composed of poor people, whose perspectives were not broad. They did not seem to have deep feeling one way or another about their future. They accepted life as it came to them, without great bitterness or hope. They avoided intense struggle, anticipating the extension of the sameness that they knew from day to day. Some small improvements were expected in the years ahead.

They lived their lives within the family orbit; and were definitely not organizational people. They were friendly and receptive but not forward about social reform. They were glad that somebody was interested in them but they would wait and see if the visitors would come again or if anything concrete would result from the call.

Perhaps our survey said that the inner-city people represented a great latent force that nobody had yet taken the time or found the resources to cultivate and activate.

The Lab. School "neighborhood" was a thing apart from the inner-city. Territorially speaking, this institution had no neighborhood, for its children came from all over the Baltimore area. Its togetherness was only in the sense of a common interest.

The Lab. School parents were largely middle-class and "on the make." They were thus quite articulate and had opinions on almost everything.

They looked with suspicion upon all surveyors and were defensive about answering any questions that might reveal family status or problems. Their preference was to talk about the Lab. School and subject its faculty and program to searching scrutiny. They would though "give the devil (the principal) his due."

Many Lab. School mothers were also teachers and naturally had knowledge and opinions about their profession. They held no lower-class "awe" for the faculty. The principal often said that some of his parents looked upon his staff as "glorified babysitters" for the parent's children. This was odd, for the Lab. School made no tuition charges.

Such a status-conscious clientele did not want to lose to wild experimentation this congenial and convenient depository for their children. Thus, they agreed that a few "inner-city children" might be a good thing for everyone but not too many of them.

They knew, also, much about civil rights and political leaders. They were all for community improvement and progress but placed great responsibility on the individual. They approved the civil rights demonstrations but insisted that they should be orderly and that troublemakers should be screened out. Few of them had ever personally walked a picket line or joined a sit-in. Almost all of them were members of the NAACP or some similar organization. They contributed to many good causes. Most of them voted for Kennedy, Lyndon Johnson, Govenor Tawes and Mayor McKeldin.

The attitudes of the Lab. School parents and "neighborhood" were of course, interesting and revealing in themselves and highly useful for purposes of comparison. However, Y-003 was focused upon producing better teachers for the inner-city. The latter, naturally, was our target and its revealed potential for community action was one of our abiding interests.

Activation was the theme of our college-and-community institutes. Our programs carried this introductory note:

"AUTOBIOGRAPHY AND ANALYSIS"

"Nothing is more revealing and inspiring than the true story of how human beings of all conditions

> attempt to grow up.
>
> "The personal journey from infancy to adulthood is often marked by pain as well as joy, by disappointment and defeat as well as success. Traveling from 'Little Italy,' 'Little Poland' or 'Little Harlem' to the City of Man might be quite rugged.
>
> "But there are those who made it. How did they do it? Who and what helped them? Who and what hindered them? When did the turning point come? How close was disaster?
>
> "Accordingly, Coppin State College is offering this series of informal lectures - The Young Life Series - of prominent Americans.
>
> "These talks are free and open to the public. Parents of our students and leaders of the 'inner-city' and the various cultural minorities will be special guests."

We recall that Mayor Mckeldin had inaugurated the series. He was followed by James Hymes, a progressive professor from the University of Maryland, the latter substituting for Michael Harrington (The Other America), who had fallen ill in California a few days before he was to speak for us in Baltimore. Hymes, long-time professor of early childhood education and for a short while associated with OEO (Office of Economic Opportunity), told us of the great necessity of reaching the "deprived" child as soon as possible. The Afro American placed the following headline over its report on Hymes' speech: "Is A Poor Child Too Old At 6 To Be Saved By Our Schools?"

A. Philip Randolph, the labor and civil rights leader, got up from his sick bed to keep his date with the institute. It turned out to be a happy visit for him as for Y-003. Children from the fifth grade from school #107 "recited" a poem that was entitled "A. P. R.: A Fighting Man." He confessed that it touched and inspired him. In his rich, baritone voice he told us of his struggles, "Up From Florida," where he was born. He spoke freely and tenderly of roles his mother and father played in instilling in him self-discipline and love of the classics, and of his hard knocks in the labor and civil rights movement.

A month later came Mrs. Martin Luther King. She was born Coretta Scott in rural Alabama; however, there her family was "independent" and her high schooling took place in an academy that had been established, just after the Civil War, by Yankees at the town of Marion. She "escaped" from black belt poverty to Antioch College and later to Boston University, where she met her future husband.

Mrs. King sang for us one evening and the next morning told us "How I Grew Up In Alabama." At this time we had a display of original art work by the pupils of the Laboratory School and the three public schools that were cooperating with Y-003.

A few weeks afterwards, John O. Killens told us "What Negro Authors Are Saying." We put on a display of book jackets to go along with his lecture. It astonished the student body: "I never realized that there were so many Negro authors," somebody said.

Killens pounded home the point that he developed further in his book Black Man's Burden: "Unless Negro authors tell it as it is and has been, the world will never know the true story of Negro life in America."

W. F. Lucas, our last institute lecturer, spoke on Negritude. Much of what he said may have gone over the heads of a majority of our audience; but for those with a philosophical turn of mind, he gave a world view of the rejection by non-white peoples of Western cultural values. Africans, he reported, even in Paris where they were, apparently, fully accepted, felt "alone and forsaken" as they floated in an alien sea. As Claude McKay put it in his poem Outcast:

> "Something in me is lost, forever lost,
> "Some vital thing has gone out of my heart,
> "And I must walk the way of life a ghost
> "Among the sons of earth, a thing apart.
> "For I was born, far from my native clime,
> "Under the white man's menace, out of time."

Girls about New York City were reflecting Negritude when they discontinued oiling and "straightening" their hair; instead, trimmed it neatly in "natural," African style.

During the summer most of our Volunteers had a chance to hear two of the visiting lectures of the NDEA Institute that was held on the campus. Professor Dan Dodson of New York University analyzed the problem of inner-city people as essentially one of powerlessness. Samuel Shepard, Principal of the Benjamin Banneker public school of St. Louis, described his highly successful program of remediation as a campaign that made getting a good education the chief and joint "business" of home and school. These excellent talks were so relevant to the whole Y-003 effort that we looked upon them as parts of our own program.

In terms of bringing a message of hope, our institutes were highly successful. But perhaps most enjoyable of all for the Volunteers was their participation in the planning and staging of the get-togethers. We attempted to anticipate and map out everything that had to be done. Somebody would volunteer for each duty - presiding, introducing the speaker, moderating the questions, checking on the auditorium, placing the flowers and distributing the notices, ushering, etcetera. At Coppin as at most colleges the faculty usually dominated the assemblies. Not so for Y-003. Ours were student-centered.

Our luck was not so good when it came to getting our inner-city friends to participate. And this, despite the fact that the words of our institute lecturers struck home to those community residents who were present at meetings.

Our failure was our inability to resolve the scheduling dilemma. On the one hand, most inner-city people worked during the day and, on the other hand, we could not count on our student body coming out to night meetings. Most of our assemblies took place at the regular hour, just before noon. We tried some late afternoon meetings (3:30) and did get the public school crowd - inner-city students and teachers; still, only a few parents. Most working fathers and mothers could not get to our campus before the evening - and for those who would have to go to work early the next morning, night meetings were indeed difficult. We felt that there must be some possible successful arrangement but we did not hit upon it during the rush of '65-'66.

Our disappointment over our failure to lure inner-city residents to the campus in sizeable numbers was compensated for by the stir we created among the campus students and faculty. There was the push to meet the celebrities, the crowding about for handshaking and autographing. Even the uncertainties heightened tension; most exciting of all was the visit of Martin Luther King on April 1st.

Really, King was in town for a meeting of his S. C. L. C. (Southern Christian Leadership Conference) Board. The press hounded him so that he scarcely slept. Moreover, his staff had double-dated him in New York for the same hour that he was scheduled to speak at Coppin. Tempers flared. Plane reservations had to be changed for the revised schedule left no margin for delay.

So, he sped from his downtown hotel in Baltimore to the College campus in a police car. And now on the campus, the strain was coming down on him in the form of a mild case of hiccups. It looked like we would not hear him, after all. Too, somebody had forgotten to place a pitcher of water on the platform table.

Luckily, an ordinary drink of water from a slightly soiled paper cup did the trick. The hiccups quieted and King was able to go on. He spoke movingly of "How I Grew Up In Atlanta." In fact, he overspoke his time by ten minutes. This meant another dash; this time for the plane. Once again, the police motor escort, with signal flashing, sped him to the airport.

The meeting at the College continued, according to plan. King's father remained to answer questions from the audience. This he did and with unusual restraint for him!

A young man with a visiting high school chorus was so inspired that he sponstaneously came to the platform and whispered to the presiding Volunteer that he would like to do King's "I Have A Dream" speech, if this were permissible. Granted it was - and Dr. King himself could not have spoken with more effect!

Then, the audience joined hands and sang together the theme of the civil rights movement, "We Shall Overcome." It was a moving experience. Nuns and seminarians locked arms with elementary, high school and college students, faculty, inner-city residents and members of the Board of Trustees of the College. The whole mass of varied humanity seemed to melt into one body swaying and singing in a spirit of brotherhood. At last all of the elements that we had been striving to bring together were there.

In the days that followed our great "campus camp meetings," as we called them, our Volunteers were the main contacts for transmitting the Y-003 spirit to the inner-city. They did this through their presence in the schools, their little speeches before community groups and the PTA, and in their home visits.

Our staff social worker helped, too, but we had to reduce his time for this by loading him down with another assignment. We requested him to develop a plan of preventive social therapy. What would you do, we asked him, if you had the needed resources at hand to create at home and at school the environment that would make for maximum educational progress and self-fulfillment for elementary school children?

After many conferences and exchanges of memoranda, we agreed upon the following innovations:

1. A four-day teaching week for the teaching staff, overlapping so that the schools could maintain the five-day schedule for the pupils. This would allow a whole day for home visits. Each teacher could then get to know the parents of each of her pupils.
2. Medical, dental and psychological examination of all children periodically.

3. Medical, dental, psychiatric and other services as needed - irrespective of the ability of the parents to pay for them.
4. Unassigned teachers who would work with "culturally retarded" and "gifted" pupils.
5. Examining and screening teachers for their social attitudes as well as for their teaching abilities; followed up by corrective measures.
6. Teachers aides wherever classes cannot be held down to optimum size.
7. Emphasizing the equality of worth of the history and culture of ethnic minorities.
8. A broad enrichment program through planned visits to the countryside, museums, and other attractive places that the child might not otherwise get to see.
9. Stimulating families to participate in neighborhood and community betterment activities, including social action.
10. Educating families on ways and means of making use of federal, state and community services of which so many homes seem to be unware.

The year of the "dry-run" passed quickly. Practice teaching and the institutes were over by May. June and Commencement loomed ahead. But before we would let that season descend upon us, we had to have our "evaluations." We had to know how the school year just passed looked from the vantage point of hindsight.

All along we had had our gripe sessions and our conferences. These served to "let off steam" and provided a mechanism of adjustment as problems would emerge; but now we wanted a more systematic review of effort and achievement. And we wanted this from every important angle: the supervising teachers, the Volunteers themselves and from outside observers, if possible.

First, let us look at the reports of the supervising - or as they chose to call themselves the "cooperating" - teachers. In a sense, they evaluated the Volunteers and their work when they graded them. Of the 38 final grades that were submitted for Volunteers by these overseeing instructors, 13 were "A's," 18 "B's" and 7 "C's" - none lower.

As grades go, this is relatively high for a group of 19. Comparisons mean little but the level is slightly above that of Coppin students generally. We recall that there was some misunderstanding about the College's grading system for all directed student teaching. Our cooperating teachers emphasized that their markings were not on intellectual knowledge but on "adjustment to classroom requirements and teaching the children."

Also, in order to get a broad view of the Y-003 program from those who had our Volunteers under their direction, we asked a half-dozen general questions:

I. What is your opinion of the Y-003 program?

II. Are our Volunteers equal to the task of inner-city teaching?

III. What may be done to improve your competence as a supervising teacher?

IV. What arrangements at your school should be modified?

V. What could the Y-003 staff and College do to improve the effectiveness of the program?

VI. Would you again work with Y-003?

Answers approximated the following: Everybody said that the idea of Y-003 was a good one. The Volunteers were potentially good enough but would be helped by a clearer understanding, before-hand, of what is expected of a student teacher. Likewise, the supervisors would be much more certain of their words and actions, if they knew more definitely what Y-003 and the College expected of them. The periodic conferences that were held on the campus should be better planned. Perhaps a definite outline of topics to be discussed should be circulated prior to the meetings. These seminars should be built around the actual problems that arise in the classroom and not wander off into "meaningless generalities." If possible, the period of apprenticeship should be lengthened. Again, if possible, all Y-003 and College objectives, goals and procedures should be set down in one handbook.

The arrangements at the school were deemed good enough but supervising students was hard work and the pay ($75 per semester) was not at all realistic. Most of the teachers said that they would be glad to work with Y-003 again; two had other plans for the next school year; one said flatly, "No."

We took seriously these reactions and made the proper notes for future plans. We were prevented by College regulations from paying a higher rate than was paid to the other, the "regular," supervising teachers. However, we did find it possible to give a bonus to "our" people because of their extra work.

Comments of the principals supported the complaints of their teachers that there was a need for one simple plan from the College. All three school heads praised Y-003 as a serious attack upon a basic problem. All declared that they would hire all of the Y-003s that we could supply. One of the principals wrote a two-page letter that included the following: "It has been both a personal pleasure and a truly enjoyable professional experience to work with your students. ... School #2 considers itself fortunate to be a part of the Y-003 project. ... If there are any vacancies in school #2 for September 1966 we would like to have anyone or all of the students enter our school as regular members of the staff.

"We regret that our 'young fellow teachers' must leave us now, but we look forward with sincere anticipation to the new students entrusted to our care. We feel that the supervisory visits by your Coppin staff were both helpful and educational to us and we look forward to seeing you again soon."

Secondly, we tried to get H. M. Bond and Kenneth Clark to return to Baltimore and spend several days looking us over. These busy men just could not spare the time. The project Director spent quite a few hours with his former teacher, Dr. Bond, who gave the impression that what we had attempted on a small scale should be done nationally. He added the truly radical thought that the children of families that could not or would not care for them should be taken away and placed in institutions of the "Headstart" type.

Since Dr. Clark could not come to us, we went to him, spending a day looking at his brain-child HARYOU and sharing thoughts with him at dinner. He was not so well that evening but spoke to us in these words: "I wish to congratulate you upon your decision to teach in our so-called inner-city. May I say that it makes all the difference in the world whether you believe in the children that you will meet in those classrooms.

"When I spoke down at Coppin several years ago, I advanced the theory of a positive self-fulfilling prophecy; that when a teacher believes that a child, from whatever home he may come, can learn and the teacher does a first rate job of teaching, that child will learn. The evidence is coming in and piling up to substain this hypothesis of mine. For example, a machine that had been grading IQ tests for a group of pupils somehow got out of whack and made mistakes in the scoring. It gave higher grades to some pupils than they deserved. These school children were moving on to a new teacher. She had such confidence in the test scores that she treated the members of the class according to their scores. And, as you can guess, most of the pupils at the end of the school year received grades from this teacher for their class work that were commensurate with the scores that had been given to them by the IQ testing machine ..."

Next, after our attempt at getting views of outside observers, we asked each of our Volunteers to write an individual essay on the subject of his experiences with Y-003. We urged frankness and that the papers be placed in our mailbox without signatures or any indication of authorship.

As usual, some essays came early, others late, some were carefully thought out, others hurriedly done. As a whole, we believe that from them we gained honest reactions:

I. As for the courses, three-fourths of the Volunteers felt that they were helpful but were critical of this or that teacher or this or that presentation. Such judgements came out clearly when different instructors that taught "the understanding" or "the remediation" classes were compared.

II. Unanimously, the Volunteers rejected the "demonstrations" of the Laboratory School. They felt that the "middle-class" situation was so unlike the inner-city that it tended to disarm the student teacher for what she would encounter later in the public school. Practice-teaching in the inner-city schools was a capital idea, everyone said. So, why not have the "demonstrations" there.

III. Moreover, the Volunteers contended that all of their supervising teachers ought to have had "understanding" courses so they, too, would have been more up-to-date on the latest thought and practices for "disadvantaged" children. Furthermore, that the power and routines of the established teachers tended to crush the initiative of the apprentices.

IV. Again, the operation of supervision was too complicated - too many "overseers."

V. The Volunteers all felt a sense of personal fulfillment by way of Y-003 and that such a program should be extended to others.

These essays were followed up by a two-hour "bull session" in which, again, we encouraged candid comment. Although we taped it, nobody appeared to hold back. Most seemed quite eager to get their experiences and their views into the record, for the benefit of "the Volunteers of the future."

We argued all of the points that had been made in the essays. We took up course by course and teacher by teacher. The students were frank but pleasant throughout. Laughter would ring out at times and then voices would rise in dissent. It was a sort of "getting it off my chest" forum.

The most revealing new point was that whenever problems became most critical, the Volunteers would talk them over among themselves. Even more than the counsel of Mrs. Jackson, who held the highest rating with them, their talks to each other over the telephone or at somebody's home or at a sandwich shop were most reassuring when the spirit was low. "I would call my fellow colleagues and talk for hours about our problems," said more than one. And the biggest "problem" was not the children but the supervising teachers. Some of these instructors were mimicked and their miscues ridiculed. Virtually all of the Volunteers came to "identify" with the inner-city children.

In sum, the common experience broadened the social consciousness of the Volunteers for themselves as well as for their charges. Somebody said, "Maybe we've become a frat."

The week of Commencement was filled with dinners and prizes. Volunteers won more than their share. Though only a quarter of the graduating class, the Volunteers garnered about half of the class honors. Two won citation from Alpha Kappa Mu, the campus version of Phi Beta Kappa. It was noteable that the number of "A's" that the Y-003 students made after joining our program increased by a third. Two were inducted into Circulus Scholarum on the basis of 3.00 average or better for six consecutive semesters.

At the activity awards dinner, most all Volunteers got at least one certificate of merit or a trophy for special achievement - one Volunteer got five!

Commencement Day was bright and warm. The exercises were held out-of-doors, on the lawn in front of the library. We could not have stood the heat inside the gym.

The printed program carried a notation of all Y-003s who were graduating. Both the Dean and the President made mention of this in their remarks. Parents, relatives and children were all about the place. At last, "town and gown" were united - at least for the day!

Governor J. Millard Tawes was the Commencement speaker. He included Y-003 in his compliment to the College. In part he said: "Underlying the whole concept of public higher education in the State is the belief that in diversity there is strength. The Board of Trustees, accordingly, has acted to give each of the instituttions in the State college system the autonomy and self-sufficiency to develop its own individual role in education.

"This belief in the strength of diversity has influenced to a great extent the development of Coppin State College. It is manifested in many aspects of the College's program, but there are some which I think deserve especial attention.

"One of the major educational problems in America today has to do with inner-city public schools. Closely related to this problem is the preparation of teachers to serve the inner-city school programs.

"Coppin has the tradition, the location and the interest to perform a valuable service in this area. It is an inner-city college with a teacher-training tradition.

"Operating under a grant made by the United States Office of Education in 1964, Coppin now has a program which focuses attention on training teachers for the particular problems they will face in teaching in the public school of the inner-city.

"The program already has achieved remarkable success and has received nation-wide publicity.

"In years to come, Coppin undoubtedly will be a vital educational center in Baltimore and in the State of Maryland. It will be particularly significant, I predict, as a center for the preparation of professional staffs to serve the inner-city school program.

"The rapid urbanization of our society is a phenomenon of the era in which we live, and a central domestic issue of our time revolves around the problems of our metropolitan areas...

"Manifestations of the problems are such things as the population explosion, the heavy concentration of people in the flight to the suburbs, the industrial and commerical dispersion into the suburban areas.

"The problems of the cities have created new challenges in the realm of education, and it is institutions like Coppin, situated in the city and firmly implanted in the urban tradition, that will be called upon for activist roles in promoting an understanding of urban problems..."

It was indeed a day of recognition and triumph.

VIII. CONCLUSIONS AND FUTURE PLANS

Commencement, in a sense, rung down the curtain for Y-003. Our Volunteers were now graduates. Their formal period of training was over. The project had had its "dry-run." Presently, we would have to take stock and decide: Where do we go from here?

In anticipation of this day of judgment, we had invited our liaison officer of the U. S. Office of Education to pay us a visit, give a critical review and let us have the benefit of his ideas on our plans for the future. Originally, our official connection had been J. Ned Bryan. In one of the frequent reorganizations in Washington, he had been shifted to some other department within the vast labyrinth. For us, he was succeeded by Kenneth E. Brown. Dr. Brown was a mathematician rather than a social scientist or professional educator. Yet, he brought to our project the same genuine interest that Dr. Bryan had demonstrated so magnificently.

We were delighted to learn that both of these men would squeeze a half-day out of their busy schedules and spend it with us in Baltimore. When they arrived, we had them first visit several Y-003 teachers in their classrooms. Afterwards, we had the whole group of Volunteers meet with Bryan and Brown behind closed doors and without any project staff members present, so that the discussion could be free and frank. It was.

These men from Washington, at the close of the day, spoke of the classroom capability of our Y-003s and the genuine enthusiasm of our whole group. At dinner with the project Director, Brown and Bryan agreed that perhaps the logical thing to do was to amend our proposal so as to extend it for another year. This would give us a chance to clear out any "bugs" that had become evident during our first trial run.

We understood very well that the views of these men were not in any way a commitment of the U. S. Office of Education. Theirs was the friendly counsel of two men who had been intimately connected with Y-003, who had followed its ups and downs through the monthly reports that we had submitted and who wished us well in the cause we sought to serve.

As we saw it, two moves were indicated. First, we, ourselves, should take stock of our experiences. Secondly, we would need to outline and justify what we intended to do in the immediate future.

We began the self-survey by looking at our staff. It was a good one and worked as a team. During the year, only one major change had taken place in it. Our Secretary, Mrs. Bernice Thompson, had to take maternity leave of us. She was succeeded by Miss Lois Torrence, who had been our audio-visual attendant. Miss Torrence developed such efficiency and sense of responsibility that the project Director and Associate Director used to jest that the office ran better when they found it necessary to be out of town! Our Secretary of Accounts, who kept our records straight in the College Business office, was Mrs. Gwendolyn Kellum. Our full staff thus included: Director, Associate Director, Community Surveyor, Social Worker, Unassigned Teacher, Secretary, and Sectrary of Accounts. Staff expansion would, of course, depend upon program projections.

Next, we took a look at our courses of study. We would want a review of each of them and a syllabus developed that would indicate innovations in materials and methods.

Again, we would explore the possibilities of shifting our "demonstrations" from the Lab. School to public, inner-city schools.

And still again, we would screen our supervisors for directed student teaching more carefully, simplify their guidelines and deliberately plan seminars that would deal mostly with problems that emerged during the practice-teaching.

Of the greatest importance, we would establish "follow-up" so that we could see how our Y-003 graduates were doing on their own, and, at the same time, we would serve as a resource that they could always fall back on for counsel and assistance.

We then sat down and constructed the following amendment to our contract with the U. S. Office of Education:

Present Progress. This is a project, initiated by Coppin State College January 1, 1965, that ordinarily would expire July 31, 1966. It has provided a most successful demonstration of a theory of the manner in which teachers should be "prepared," who will work in the so-called inner-city or other economically and culturally depressed urban areas.

All signs indicate that the 19 students, who have come through the Y-003 program, are as fine a set of prospective teachers as has ever been sent into Baltimore's inner-city. They appear to be knowledgeable of urban condition of man and of the positive as well as negative aspects of minority sub-cultures. Moreover, they are armed with some techniques of remediation and are committed to the idea that all children, if circumstances can be made favorable for them, will learn. The self-confidence of these "graduates" of Y-003 is buttressed by the testimony of their college instructors, supervising teachers and the director of the project.

And yet, there are questions and doubts. For example, could this year's demonstration be repeated? Were all of the hypotheses given a real test? What "bugs" in the program could be cleared up? Will the presently "most promising" prospective teacher shine as brightly after a year of actual inner-city teaching? Is this program ready for utilization by other institutions elsewhere?

In a word, would it not be well to do a re-run of the experiment under circumstances that might provide answers to the questions above?

Original Objectives. Project Y-003 represents an effort to design a program of preparing effective teachers for so-called inner-city schools. Unlike some others, this program operates at the undergraduate level. This may be one of its distinctive features. Another feature is that Y-003 emphasizes the values of recruiting prospective teachers from inner-city communities. If interested, such recruits may bring with them an initial knowledge of the conditions of life that may be hard to come by otherwise. Then too, school children often identify more easily with their teachers who are neighbors as well as models for aspiration.

The Y-003 design embraces about a half dozen more or less distinct phases of theory and practice:

I. Selection:

Only Volunteers were selected for this experiment. They were screened by interviews and attitude tests. People-oriented personalities rather than book - or thing - oriented personalities were preferred. Of the nineteen who were finally selected almost all of them had lived in or near the inner-city or adjacent to similarly depressed urban areas.

Since the Y-003 program operates at the junior and senior years of college, all of these Volunteers had had two years of general college education and were interested in becoming teachers.

II. Understanding the city and the inner-city:

Since a good heart is not enough, we sought to buttress the favorable attitudes and the first-hand experiences of our Volunteers with the findings of social science and psychology. Thus, we provided courses in "The Sociology of the City" and "Minority Peoples." The aim here was to deepen the understanding of city living and to give some appreciation of the positive values that may inhere in the subcultures of American life.

III. Tools of Remediation:

Our course, Education 415, "Education of the Culturally Different," is an introduction to pinpointing the special "problems" that often arise in our inner-city schools and a consideration of methods and materials that may make for solutions. For example, to what extent is a positive self-image on the part of a child necessary for his maximum progress in school? Will this be helped by readers and other classroom materials that contain pictures of "inner-city children" and stories that are related to the conditions of life that are known to these children? Again, what are the social-psychological, medical as well as educational factors that may inhibit a child from learning to read or reading well? Perhaps our course Education 416, "The Reading Problems of Modern Communities" may be a good interdisciplinary approach to this problem.

IV. The College and Community Institutes:

To promote cooperation between the college and the inner-city and to deepen the experiences of our volunteers, we have held several institutes or programs that were geared to bringing "town" and "gown" closer together. One of our patterns has been to invite a prominent American, who emerged from modest family background - perhaps similar to that of the inner-city -, to come and tell us of his ups and downs as he grew up in America. Such speakers have varied in their backgrounds from Scottish Mayor Theodore McKeldin to Negro labor leader A. Philip Randolph and concert singer and wife of civil rights leader Mrs. Martin Luther King. If moving words and the example of their lives can inspire, our Volunteers and the community leaders have certainly received inspiration during this series. We always made special efforts to have the inner-city residents and the parents of our Volunteers present and recognized. Our Volunteers did much of the planning for these institutes, presided at the meetings, introduced the speakers and moderated the questions from the audience. This, too, has contributed to their enthusiasm for the project. Another pattern is indicated in the display on the campus of art work from inner-city schools.

V. Teaching Demonstrations:

The campus Laboratory School has been the site for demonstrating the latest and best in teaching. The Lab. School building, equipment and faculty were adjudged adequate except that there was no school social worker and no teacher who was free of regular duties so that she could concentrate on the "slow" and "fast" and "gifted" pupils. Accordingly, Y-003 is supplying both a social worker and an unassigned teacher. Plus, our campus Lab. School has been the location for our "demonstrations." We would explore the possibilities of shifting these to a public school.

VI. Practice Teaching:

After a semester of observation, the Volunteers are then placed in inner-city schools for their directed student teaching.

Baltimore public schools have cooperated with us and permitted our use of three elementary schools that we felt would fit the requirement of the Y-003 experiment. First, these were definitely schools in economically deprived neighborhoods. Secondly, these areas exhibited different ethnic flavors - one predominantly Negro; another, of Appalachian whites who had migrated to the city and still another was partly of Italian - and Polish-American residents. Thirdly, the public school authorities provides these three schools with many of the "special services," that may be considered as tools in working on the special problems of some inner-city children. Finally, the supervising teachers under whom our Volunteers did their apprentice work, had been themselves oriented toward our program through either a NDEA summer institute for Teachers of Disadvantaged Youth, or our evening school, Education 415, "Education of the Culturally Different," and a one-day Y-003 orientation meeting, September 11, 1965.

We wanted our Volunteers in their "practice teaching" to have direct contact with inner-city children in an inner-city school but one in which maximum educational aids were available. This would, of course, give the student teacher the opportunity of making use of her understandings of urban living, appreciation of cultural variations and the instruments of remediation.

From our viewpoint, this experiment has been quite successful. We feel that we have demonstrated:

1. That Volunteers for inner-city teaching do better than draftees;
2. That an understanding of urban life and living conditions is helpful to a prospective inner-city school teacher;
3. That a defective self-concept of an inner-city teacher or child may be improved;
4. That "directed student teaching" in a school with children who live in the inner-city and under the supervision of teachers who are properly oriented is helpful to pre-service teachers;
5. That tools of remediation - especially reading - make a difference in opening and widening the gate to learning for children who have been culturally deprived;
6. That it is possible though difficult, to engage

the interest and active support of inner-city leaders in a college - sponsored program of teacher-education and educational progress.

We were able to fit the Y-003 program into the standard four years of college. However, an extra summer or two between the regular terms would give additional flexibility for strengthening any weak points that may show up in the intellectual profile of the prospective teachers.

New Objectives. The general doubt that may lurk behing the one-run success of Y-003 may be crystallized in the following querries:

1. Is a one-year test with 19 selected students enough of a trial to justify recommending the program to others elsewhere?
2. Were all of the several hypotheses fully established?
3. Since 18 of the students were Negro and only one white, would the results have been the same with a more ethnically varied sample?
4. Is it not possible to remove some of the imperfections and defects that were manifest in several parts of the first year's operation?
5. Above all, no matter how good these educational "Guinea Pigs" look on graduation day, how will they perform actually when they have become employed teachers on their own in the inner-city?

A second look at the whole operation would be worthwhile; however, three areas seem to call for special attention.

I. Accordingly, we proposed to have the re-run with a more varied pattern of students, ethnically speaking. This is to say, we would recruit volunteers for this program from the "Italian," "Polish," "Jewish," and "Appalachian white" communities of this area. All of our other standards of selection would be maintained. This varied pattern should tend to give universal application to our generalizations and indeed would be more consistent with the integrated pattern of education to which the nation is committed. Most likely, scholarship assistance would be necessary in order to insure securing students who traditionally have not sought out this college.

II. In the program of courses and field trips indicated below there is considerable overlapping and a few gaps. By working with our college curriculum committee and with the instructors involved, we would work toward a more streamlined and coherent curriculum. Moreover, we would want to produce syllabi that would embody the essential sociological and psychological insights and the use of the chief tools and remediation for the culturally disadvantaged child.

The full curriculum presently is comphrensive so that choices and selections may be made to fit the particular need of individual students. Only students who are able to take most of the courses during their four years of college work. A fifth year of college is recommended for those who prefer to have their evenings and summers free of college classes. The full program follows:

1. Understanding the City and Its Peoples.

BASIC	ALTERNATE
Social Science - 202 Introduction	Sociology - 201 Introduction
Sociology - 403 American Minorities	Sociology - 402 Marriage & The Family
Sociology - 404 Social Psychology	Sociology - 401 Community Organization
Sociology - 406 The Sociology of the City	History - 404 Modern Asia or
History - 403 Modern Africa	History - 405 Latin America
History - 411 The Negro in America	English - 303 or 307 World Literature
Education - 407 Social Foundations	Social Science - 202 Introduction or Sociology - 201 Inroduction or Anthropology - 401 Introduction
Education - 415 Education of the Culturally Different	
Genetics - 303 Elements	Sociology - 402 Marriage & The Family

2. Special Problems of Communication.

Education - 203 - Audio-visual Materials and Methods

or

Education - 417 - Intructional Technology

Education - 416 - Reading Problems of Modern Communities

3. A "major" or one "concentrating" in Math-Science, should take Education 400 - Modern Arithmetic or Mathematics 400 - The Set Theory.
4. A "major" or one "concentrating" in English, should take English 303 - World Literature: The Contemporary World or English 307 - World Literature: Myths, Legend and Folklore.
5. A "major" or one "concentrating" in the Social Sciences, should take Education 418 - Newer Viewpoints in Social Science.

III. Follow-Up. Most of our Y-003 graduates will be employed in the Baltimore public school system. Thus, it would be relatively easy to maintain contact with them, observing their classwork, interviewing and counseling with them periodically. Moreover, the public school authorities are most cooperative with this program and have indicated great willingness to let us have their evaluations of our "graduates," from time to time. Not only would such follow-up be of great assistance in determining the success of the Y-003 design but also these on-the-job experiences should be highly suggestive in modifying and improving the program itself.

Guide. At the end of the second run (accompanied by critical review and examination of all elements in the program), we would feel more confident in producing and recommending a guide that would suggest in detail the Y-003 design for preparing effective teachers for inner-city schools. This would do more than list a body of principles but in each instance would indicate the hypothesis, our experience with it, the judgement of independent observers and relevant quotations from the literature on the topic.

Staff. One of the imperatives of our attempting to continue this project without a break is that we could thus retain our present staff. There is scarcely any substitute for the accumulated experience that has come during the life of this project. Moreover, the project will need a curriculum specialist who could devote himself to pulling our courses of study together into a more coherent pattern, relating them more definitely to the objectives of the program and examining new instructional materials (that are now flooding the market). If we had an urban sociologist, we could offer in the day school of the college several of the courses that some of our students find inconvenient to take in our evening school.

Budget. Budgetary costs would approximate those of the original proposal with the following changes: The allocation for psychiatric care will be greatly reduced for we have found small need for this service for our campus Laboratory School population. The salaries for the curriculum specialist and urban sociologist would be added. Scholarship stipends would be needed to secure and retain the type of student "Guinea Pigs" needed for this second run. Details follow:

SUMMARY: Y-003 Budget August 1, 1966 - May 31, 1968

CATEGORIES	12 MONTHS	
SALARIES & WAGES		
Director	$15,000	
Associate Director	12,000	
Curriculum Specialist	10,900	(ten months)
Urban Sociologist	10,900	(ten months)
Secretary II	4,860	
Teacher - Unassigned	7,900	(ten months)
20 Student Scholarship @$1200	24,000	
Principal Accountant Clerk I	4,540	
School Social Worker	6,000	(half-time)
AV Attendant	4,500	(ten months)
Fringe Benefits (Dir., Assoc. Dir., Sec., Curriculum Spec. & Urban Soc.)	4,500	
SUPPLIES & POSTAGE		
Telephone	$ 600	
Postage	350	
Paper and Office Supplies	550	
Test Materials	500	
Tape Rolls, etc.	500	
Purchase of Books & Articles: Rental of Films	2,000	

SERVICE & OTHER NEEDS

Orientation of Project Personnel	$ 800	
Psy-Psychiatric Care	250	
College and Community Institute Speakers	1,000	
College and Community Institute Promotion	500	
Brochure - 28 pp. 3,000 copies	300	
Duplicating Final Report 200 @ $2	400	
Consultants Fees (10 days @ $100)	1,000	
Consultants travel (6 trips @ $84)	504	
Consultants per diem (10 days @ $84)	160	
Staff Travel (10 trips @ $84)	840	
Staff Travel per diem (10 days @ $16)	160	
Local Travel, School Social Workers & others (5,000 miles @ 10¢)	500	
Preparation of Course Syllabi, etc. (5 @ $100)	500	
Total	$116,514	
Overhead	$ 6,685	
Grand Total Federal Contributions	$123,199	= For One Year
	$246,398	= For Two Years

COLLEGE CONTRIBUTION

CATEGORIES	12 MONTHS
Office Space	$ 600
Space for Conferences	930
Office Furniture, etc.	624
Use of Library & Audio-visual equipment, etc.	600
Use of Business Office Machines	300
Conferences with College Faculty	4,440
Use of College Vehicles	3,000
Special Library Services	450
Total College Contribution	$10,904 = For One Year
	$21,808 = For Two Years

We sent a rough draft of this amendment to our liaison officer in Washington. He made soundings and reported back that within his establishment, the decision-makers were not inclined to favor extending Y-003. Upon further inquiry, it came out that about all we could expect from this source would be a grant of 4 or 5 thousand dollars to provide one, part-time person to report on the progress of our Volunteers as teachers.

We were, of course, saddened by the "bad news." We could not believe that such a preliminary decision would stand, if the powers-that-be really knew what Y-003 had already accomplished and its great potential as a national program for "doing something" about one of the great urban problems of the nation.

Accordingly, we set out to have our political friends bring the matter to the attention of the Washington authorities. Maryland's Senators and Congressmen all cooperated and made inquiries after having read copies of our proposed amendment.

It is strange but the response to these efforts was a gross mis-statement of fact. We recall, that Y-003 originally had been written up as a one-year project. Because of the initial difficulties in securing federal funds, we were granted a skelton staff allowance from January 1 to June 30, 1965. Thus, we had all-told, nineteen months of life. However, Albert L. Alford, in his letter of July 13, 1966, wrote that Y-003 had been "a 3-three project, with Federal contribution of $86,968 from Cooperative Research funds.... However, it is the practice of the Bureau of Research in keeping with the intent of the Cooperative Research Act, to withdrew support at the conclusion of this kind of study when the project makes the transition from a research activity to an operating program."

This may have been simply a mistake, but it did give the impression which we were never able to clear away, that Y-003 had already been funded for three years. Most laymen as well as professional educators would seem to think that this was a reasonable time for such an experiment.

Even so, we formally submitted the amendment.. There was the usual long-wait. We understood that time was needed for getting the copy read and circulated among those who would judge it.

After almost two months had elapsed, a strange move of indirection was made from Washington. The business office of Coppin State College received a "carbon copy" of a letter that was supposedly addressed to the Director of Y-003. He never received it. The carbon copy said that the request for extension of Y-003 was denied.

Perhaps, here again was no more than a human error or another case of "Washington inefficiency." At any rate, the decision was "No," not to fund the requested extension of Y-003.

What did this mean?

We were mystified, and could not but look upon this as one more example of two dangerous trends that many of us had noted in the relations of education to federal support. It is a fact that the recipients, the so-called target people, of remedial education have almost no say about what is being done for them and to them. For example, people of the inner-city, even when they are trained and committed to helping their communities, are pushed out of the seats of decision by those who presume to know what is best for the down-trodden and culturally deprived. Educators and social scientist of middle class origins and orientations, dominate the planning for the rehabilitation of the inner-city. The federal authorities continue to support their approach even though their failures are strewn all over the nation.

Poor people, lower class people, inner-city people, moreover, are increasingly rejecting these middle-class missionaries who would "save" them. Will the issue of some "home rule for the ghetto" be allowed to become so acute that inner-city people will rise up against "outside-do-good educators?"

It would be a cultural calamity if the "working class" should ever fall completely into the hands of the conventional middle class. This would give the dullest and least interesting class of the society an opportunity to crush the creativity of a class that has made such distinctive contributions to the world as jazz, spirituals, folk music, popular dances, humor, imaginative literature and athletic prowess.

Would it not seem to be socially and culturally wise to permit "educated" representatives of the inner-city, who identify with "their own people," to lead them to the necessary standards of health, welfare and learning in such a way that the spontaneity and creativity of the common people will not be destroyed?

At the same time, a few big universities are monopolizing the research funds of the federal government. This was sharply debated at one of the sessions of the White House Conference "To Fulfill These Rights" that was held June 1 and 2, 1966. In this heated discussion, it came out that a dozen, big "educational machines" get almost half of all federal funds that go for research in education. "...Conferees advocated that the smaller institutions, especially Negro colleges, should gain a fair share of government research and other contracts, and thus develop their capabilities to serve their communities."

A scholar who happens to come from a small institution and is himself an Appalachian white, American Indian, Mexican-American or Puerto Rican, finds it extremely difficult to secure funds to make a study or develop a program even for "his own people." The Washington authorities will say that a small college "unfortunately, does not have the staff or the facilities for sophisticated research."

In a sense, this is true, but how will "Little College" ever get such resources as long as "Big University" is getting all of the money? Moreover, the "Little College" people may know more about and have better rapport with the "action area" than the swivel-chair expert.

Furthermore, the Washington authorities will tell you that the system of awarding government contracts is eminently fair because all proposals are read by educators and that the final decision is based upon their recommendations.

But is it not true, that "Big University" would have members of its faculty on leave in the federal establishment and would also have or know a high percentage of the members of the committees that do the proposal reading? Finally, do not the great educational institutions have lobbyists and contact men in Washington and employ specialists in preparing proposals according to the guidelines and fashions of the day? In a word, "Big University" is expert in "grantsmanship."

It is indeed an overwhelming and frustrating condition. It may be that the big machines will continue to grind down the indigenous scholars until the taxpaying public rebels at the high cost of such meager alleviation of educational poverty and cultural deprivation. Maybe this may turn out to be one more period of idealism that will be consumed by greed, giving birth to a cynicism and defeatism that will result finally in violence.

Despite the intransigence of Washington, we were determined to satisfy ourselves on the question of how well our Y-003 graduates would do in actual teaching situations. This is to say, we would do some "follow-up," even if we did not get an extra cent from Washington. It would cost the U. S. Office of Education nothing to extend, without providing additional funds, the terminal date for Y-003.

We cut our staff down to just two persons: the Associate Director and Secretary. Mrs. Jackson then began to make her rounds, visiting each classroom where Y-003s were teaching, directly observing and then conferring with supervisors and school principals. She did this systematically for the three months of October, November and December of 1966. Her conclusions were that:

1. Volunteers have retained their dedication to teaching the disadvantaged child.

2. They report success in generating confidence in and improving the self-image of their pupils.
3. Their successes bear a relationship to the degree of cooperation that can be secured between the home and the school.
4. Volunteers do make use of the special personnel and other "tools of remediation" of the schools.
5. The school principals - some of whom offered Y-003s jobs before the degrees had been formally conferred - were still happy about their choices.
6. At times, the Volunteers have been able to offer suggestions and, in a few cases, perform "demonstrations" for the benefit of fellow instructors.

Meanwhile, the presence of Mrs. Jackson, from time to time, as friend and counselor was most reasurring to our beginning Y-003 teachers. In addition to her visits to their classrooms, she would gather them around her on a Saturday afternoon and share any problems they might have or any innovations that they might have conceived.

Incidentally, Mrs. Jackson prepared an exhibit which won for Y-003, an honorable mention for "Excellence in Teacher Education" by the American Association for Colleges for Teacher Education.

Well, what does it all add up to: We struggled and got a grant to develop a design for improving teachers for inner-city schools. Our first year's experiment worked wonderfully well. It was most instructive. We found that young people would volunteer for the tough task of teaching in the inner-city; this is to say, if they were confident of being armed with the best of social science and teacher education. They were indeed willing to go back and help redeem their communities.

In the light of this whole experience, we cannot but ask this question: If we had been an aircraft builder and not a small, predominantly Negro college, and if the question was to re-test a new plane rather than re-test a program for providing the best possible teachers for "hopeless slum children," would the answer from Washington have been "No"?

L. D. Reddick

APPENDICES

1. Agreement With Volunteers
2. Better Teachers For The Inner-City
3. Handbook For Student Training
4. Letter From Business Office
5. Invitees For Orientation Meeting

AGREEMENT WITH VOLUNTEERS

COPPIN STATE COLLEGE
2500 West North Avenue
Baltimore, Maryland 21216

Date:____________________ Y-003

I, ____________________, am definitely interested in participating in Coppin's program of improving teachers for "Inner-City" schools.

I will seek to develop myself along the lines of this plan to the extent that I can do this and at the same time carry out my other academic and personal obligations.

If I am concentrating in Social Science, my understanding is that I will not have to take a course in each of the sub-divisions of that area but will be free to take "Inner-City" courses instead.

If I am concentrating in Math-Science or English, my understanding is that I will be expected to fulfill the requirements of that area but will use my free electives for "Inner-City" courses.

Therefore, I estimate that I will have approximately ______ elective hours to devote to courses in the "Inner-City" program before I graduate.

I will be able to devote full time to the summer institute, if it is tuition-free and provides a stipend to assist me in meeting my expenses.

I believe in the possibilities of all children and adults to learn and wish to become a teacher of wisdom and inspiration and more definitely, a person of understanding and compassion.

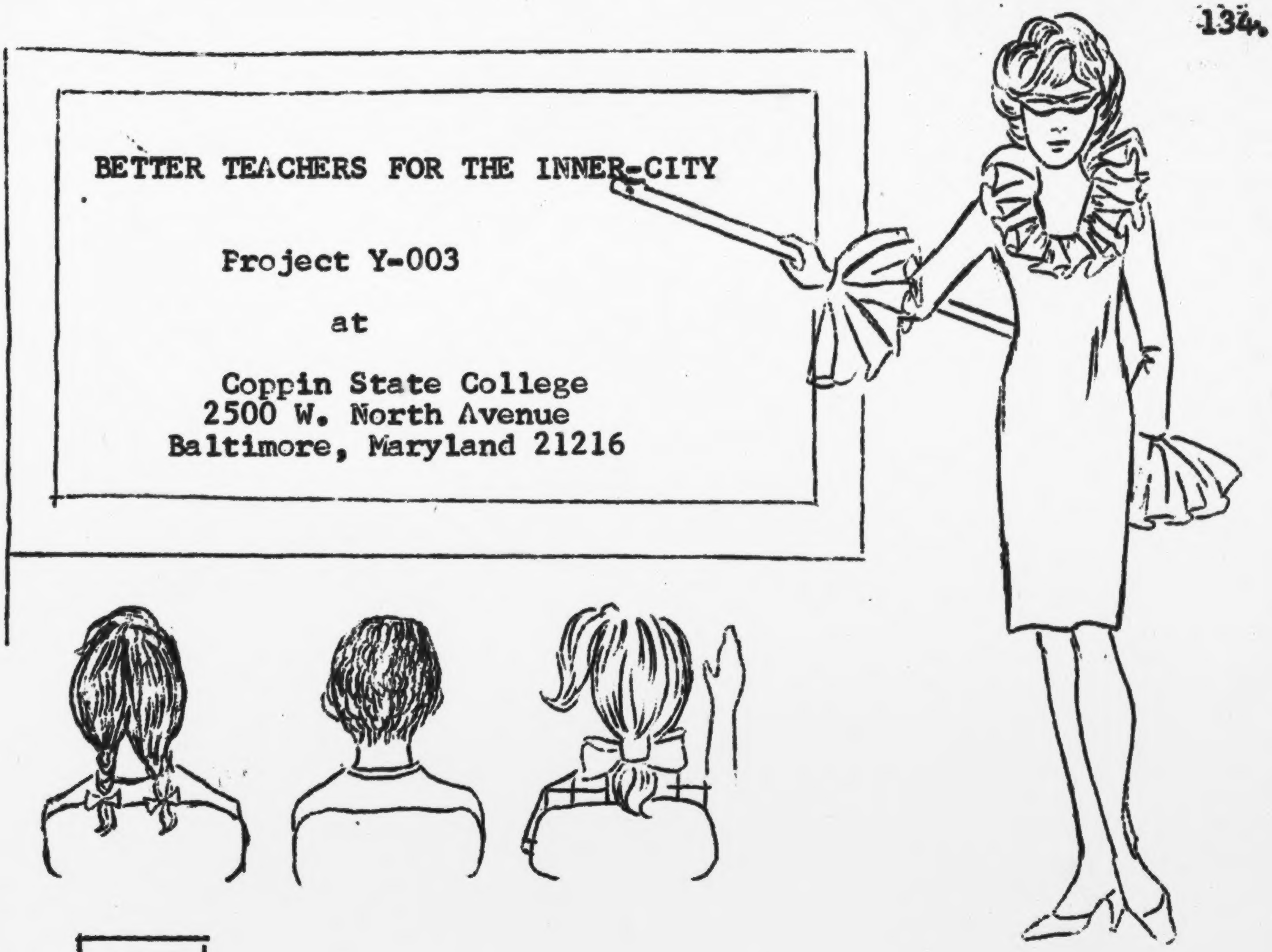
____

BETTER TEACHERS FOR THE INNER-CITY

Project Y-003

at

Coppin State College
2500 W. North Avenue
Baltimore, Maryland 21216



COME TO COPPIN

In addition to its special programs Coppin operates a regular day program leading to the B.S. degree in Education and the B.A. degree in Arts and Sciences.

****

Its extension services offer evening courses throughout the year and during the summer.

****

For additional information on these regular programs write or call the Dean or Registrar, 523-1111 or Coppin State College

2500 W. North Avenue
Baltimore, Maryland 21216

Y-003

The news hit the papers on February 14, 1965 that Coppin State College had received a grant from the United States Office of Education in order to design a program for improving the preparation of teachers for so-called "inner-city" schools.

The public response has been so great that we find it necessary to issue this preliminary statement in an effort to answer the questions that are most frequently asked. A later statement will be more comprehensive.

I. Who is eligible?

A. College students who have had two years of general education in either a two-year or four-year institution of higher learning.

B. Teachers who are now in "inner-city" schools or would like to teach in such schools. They, too, should have had at least two years of college work. However, teachers who already have their bachelor's or master's or doctor's degree would also profit from this special program.

C. High school graduates, who are interested in the "inner-city" programs, should make this known early but should realize that they cannot formally begin the "inner-city" program until they have had two years of general education in college.

II. What type of person is suited to the program?

One who

A. is definitely interested in teaching in an "inner-city" school;

B. has a good scholarship record;

C. appreciates the learning potential of "inner-city" children;

D. appreciates physical and cultural differences among people.

III. What are the main features of the program?

A. Understanding the city and its peoples: this involves courses and field trips dealing with the history and function of cities and the history, status and cultures of the different ethnic and economic groups that make up the urban community.

B. Understanding the learning problems of "inner-city" children - especially reading and speech and the self-image of the child.

C. Using modern techniques and materials of instruction: for example, audio-visual materials and methods; the "new" Mathematics, Science and Social Science.

D. Directed teaching. For in-service as well as for pre-service teachers, we will set up in our campus Laboratory School the "ideal" teaching situation. Here all elements, theoretically at least, will be determined by our philosophy and methodology. After a period of observation and participation, on our campus, the teachers and prospective teachers would have a chance to observe and "practice" in an actual "inner-city" school but one that would have small classes and many of the special services that make for successful teaching, such as a school social worker, counselor, psychological and psychiatric services when needed, master teacher, library and librarian, adequate recreational area and so on.

E. Follow-up. After our pre-service teachers have completed this special program, the college would keep in touch with them on their jobs and continue to give assistance if and when needed and to learn from their experiences whatever may be needed for revision of our program. The college would also maintain similar contact with in-service teachers who participate in the program

F. An advisory board will assist the college in planning this program. This board will be composed of leaders from within the "inner-city" and the various cultural minorities of the Baltimore area.

IV. How does one get into this program?

A. Telephone 523-1111, Ext. 19 and leave your name and address for a copy of any descriptive literature that may be available or write to Dr. L. D. Reddick, Coppin State College, 2500 W. North Avenue, Baltimore, Maryland 21216.

B. After you have examined the literature, make an appointment over the telephone for a discussion of just how and when you could participate in the program.

C. If you are a college student, you could calculate the number of courses and hours that you could devote to this special program and, at the same time, fulfill the requirements for your bachelor's degree and certification by the Maryland State Department of Education. Please understand that this special "inner-city" program is not a substitute for either (1) the standard professional education courses and those that the State requires of all teachers for certification or (2) the courses that one must take in order to satisfy his subject "major" or "area of concentration." This is to say that if a college student is "majoring" or "concentrating" in Math-Science or English, he would have only his "free elective" hours for "inner-city" courses. However, if one is "majoring" or "concentrating" in the Social Sciences, he may take a greater number of "inner-city" courses because so many of such courses fall into the Social Science field.

Because of all this, the College has worked out a minimum as well as a full program of courses for preparation for "inner-city" teaching.

V. The Program

A. Minimum Program

1. Sociology 406 - The Sociology of the City
2. Sociology 403 - American Minorities
3. Education 415 - Education of the Culturally Different
4. Education 203 - Audio-visual Materials and Methods in Teaching

   or

   Education 417 - Instructional Technology
5. Education 416 - Reading Problems in Modern Communities
6. If you are a "major" or "concentrating" in Math-Science, you should take Education 400 - Modern Arithmetic or Mathematics 400- The Set Theory
7. If you are a "major" or "concentrating" in English, you should take - English 303 - World Literature: The Contemporary World

or English 307 - World Literature: Myth, Legend and Folklore.

8. If you are a "major" or "concentrating" in the Social Sciences, you should take Education - 418 - Newer Viewpoints in Social Science.

Thus, the above minimum program would require approximately 15 or 18 semester hours.

B. The Full Program (tenative)

The full program is comphrensive so that choices and selections may be made to fit the particular needs of individual students. It should be examined by the pre-service or in-service teacher carefully so that the courses chosen from it will give academic strength where it is needed. Some basic needs will be common to all but other needs and interests vary from person to person.

Only students who are able to attend summer or evening classes will be able to take most of the courses during the four years of their college work. A fifth year of college is recommended for those who prefer to have their evenings and summers free of college classes. Fith year students (or those who have semester hours beyond the bachelor's degree) should remember that they will receive a higher rate of pay when they are employed as teachers.

1. Understanding the city and its peoples.

BASIC	ALTERNATE
Social Science - 202 Introduction	Sociology - 201 Introduction
Sociology - 403 American Minorities	Sociology - 402 Marriage & The Family
Sociology - 404 Social Psychology	Sociology - 401 Community Organization
Sociology - 406 The Sociology of the City	
History - 403 Modern Africa	History - 404 Modern Asia or
History - 411 The Negro in America	History - 405 Latin America
Education - 407 Social Foundations	English - 303 or 307 World Literature
Education - 415 Education of the Culturally Different	Social Science - 202 Introduction or
Genetics - 303 Elements	Sociology - 201 Introduction or
	Anthropology - 401 Introduction
	Sociology - 402 The Marriage & The Family

2. Special Problems of Communication

Education - 203 - Audio-visual Materials and Methods or

Education - 417 - Instructional Technology

Education - 416 - Reading Problems of
Modern Communities

3. If you are a "major" or "concentrating" in Math-Science, you should take Education 400 - Modern Arithmetic or Mathematics 400 - The Set Theory

4. If you are a "major" or "concentrating" in English, you should take -
English 303 - World Literature : The Contemporary World or
English 307 - World Literature: Myth, Legend and Folklore

5. If you are a "major" or "concentrating" in the Social Sciences, you should take Education 418 - Newer Viewpoints in Social Science

6. In addition to the above courses, which may be available in the regular offerings - day, evening, or summer - of the college, special institutes may be organized for participants in the "inner-city" program.

It may be possible that scholarships or grants-in-aid will be available for institute enrollees.

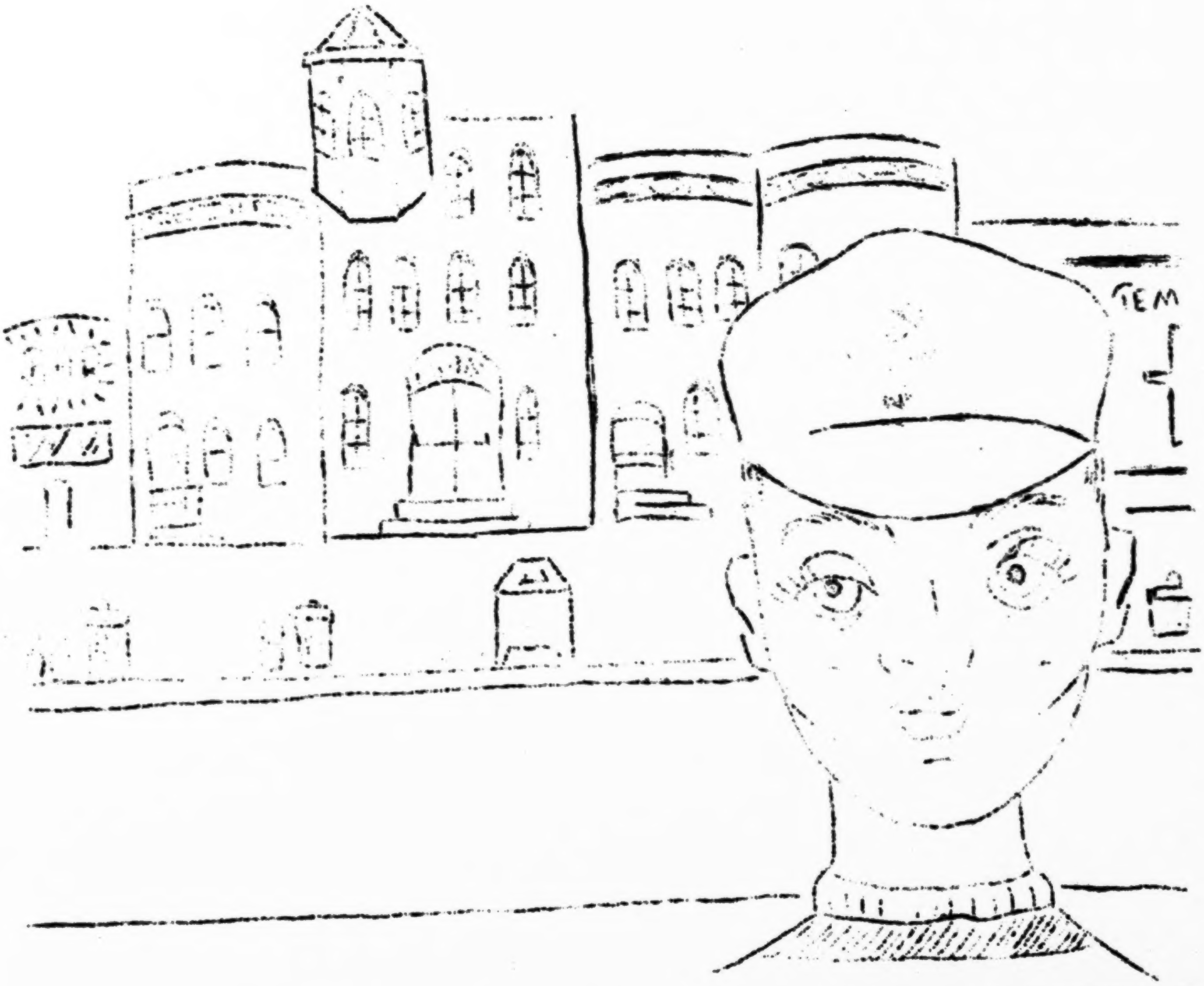
V. Cost?

Since the "inner-city" program is only a special

> emphasis of a regular college education, there would be no additional costs for students who are full-time enrollees at Coppin State College. All evening and summer school courses (for students who are not full-time; that is, who do not carry a minimum of 12 semester hours of work for a given semester) are charged at the rate of $15 per credit hours; thus, a three credit hour course costs $45.

PROJECT Y-003

Y-003 is the code number for the contract that Coppin State College has with the United States Office of Education to design a program of improving teachers for "inner-city" schools.



Y-003 - HANDBOOK FOR STUDENT TEACHING IN INNER-CITY SCHOOLS
(Supplement to regular Handbook for Student Teachers)

COPPIN STATE
COLLEGE

PREFACE

The purpose of this Handbook is to help those of you who have chosen to prepare specifically to teach in "inner-city" schools. You - who wish to speak directly to the "real needs of the noisy, puzzling, tragic, marvelous, actual world" of thousands of children living in the center of our cities.

It is a supplement to the regular Handbook which will be given to you by the Director of Student Teaching.

Read, agree or disagree, mark passages for discussion, implementation and direct action. We will appreciate knowing your reactions. Remember, these are neither rules nor regulations but suggestions.

If you agree that a deepened knowledge of pupils and their background, resulting in sympathetic understanding, expert guidance, a higher level of expectancy, and increased achievement are worth all that you have to give, then, this Handbook should be of value to you as you move toward your goal.

OBJECTIVES OF STUDENT TEACHING IN THE INNER-CITY PROGRAM

1. To place you in a program that will focus upon the individual and his needs which may differ from those of most children.
2. To help you realize further that learning is conditioned by many elements that make the individual what he is, such as -
    - conditions under which he lives
    - image of himself
    - rate of achievement
    - inherited culture
    - previous opportunities
3. To help you utilize every means at your service for understanding the child -
    - records
    - conferences with parents and home visitations
    - special services within and without the school
4. To give you opportunity to add to the experiences of pupils through planned field trips, visitations, etc.
5. To help you raise your level of expectation - avoiding labels and stereotypes, etc.
6. To help you establish a positive affectional relationship between the children and yourself - a one to one relationship.
7. To encourage you to bring to this program all the creativity and sensitivity that you possess.

We attempted to furnish for you additional curriculum materials that will give a better understanding of the city and its people and additional professional tools in dealing with special problems.

We have also attempted to draw the college and community closer together through a series of institutes. Here, men with humble and lowly backgrounds but with national and international stature have shared their life stories with you.

Our role has been to advise you when other men - outstanding scholars and administrators - could be heard in our city.

Our role continues to be one of non-interference but of readiness to help with new discoveries, to counsel and suggest.

We hope that through the above mentioned activities, plus the regular theory work at the college, the demonstrations in the Murphy Laboratory School and other self-initiated activities, you will have had experiences -

1. that acquaint you with the conditions of life in our so-called inner-city;
2. that have you understand that behavior of disadvantaged children, as with all people, is influenced more by their cultural surroundings than by their biological nature;
3. that reveal that among the conditions that make for maximum learning are:

    a. mutual confidence and friendship between teacher and pupil
    b. mutual confidence and friendship between parent and teacher;

4. that demonstrate that these insights and understandings must be supported by remediation.

All of this is to say,

a. that all children can learn;
b. that there are attitudes, instructional materials and teaching techniques that make for a maximun learning and it is your responsibility to learn about and make use of these;
c. that this school (where you are teaching) has specialized personnel and resources that contribute to the maximum learning of the pupils under your care and that it is one of your main responsibilities to learn to use these aids.

Your student teaching experience will take place in three of Baltimore's public schools that are strategically located. Although they are in the northwestern, southern and eastern sections of the city - they are still inner-city schools, each being within walking distance of junk yards, beer gardens, ice houses, storefront churches, public housing projects, railway yards, etc., and within the area designated as inner-city by CANDO.

Building "A" is modern with split level, elevator, auditorium, cafeteria, adequate classrooms and a spacious playground.

Building "B" is old with high steps, but it has wide halls, large, airy classrooms and a large playground.

Building "C" is old and smaller but it, too, has large, light classrooms, spacious halls and a well-kept interior.

You will be glad to know the personnel of the schools - each school has access to the following, unless noted -

Principal really interested in problems of inner-city living
Vice-principal (in two schools)
Social Worker
Librarian
Phsyical Education Specialist
Music Specialist (instrumental and vocal)
Art Specialist
Psychometrist - By arrangement
Psychologist - By arrangement
Psychiatrist - By arrangement
Home Visitor
Counselor - #2
Senior Teacher - #2
Lip Reading Teacher - #2, 22
Reading Center - #22, 107
Parent-Education Teacher - #22

Speech Therapist

Phsyician

Nurse

Supervisors

Area Director

Pupils vary as to cultural and ethnic background as well as economic level. This is an advantage for you - experience-wise. School "A" is practically all Negro as virtually no white pupils live in this area. Many pupils come from a housing project across the street and a nearby aging section. A few pupils come from outside the designated area because parents learned to like the principal when he was located in another school. The faculty is all Negro.

School "B" has some white pupils who have a Southern European background, and some with Appalachian culture. However, the greater percentage of the student body is Negro. The faculty is ethnically mixed.

School "C" has a growing number of Appalachian whites and a fairly constant number - twenty percent - of Negroes. Many of both groups are receiving public assistance. The faculty is predominatly white.

Do not feel that you have the total picture. These children are not all poor, hungry, angry, neglected or dull. Certainly not any of them is wealthy and you will find a wide range of emotions, desires and ambitions. Some will come from warm closely-knit families, while others will come from homes that have been shattered. Some will have been protected - not - overly - while others will have been neglected. Some are dull by middle-class standards; while others are waiting to be challenged or inspired to learn.

These are but a few of the social facts that will come to your attention as you seek to understand your pupils.

The regular Handbook speaks of relationship between the supervising teacher and the student teacher. Somehow, we feel that this must be more than an ordinary relationship since you are called upon to do an extraordinary job. Information and insight concerning pupils will need to be discussed and shared. You will want to be "one in hope and action, one in charity." You, as well as the supervisor, will want to know the parents and have them know you. You will recall that both Drs. Reissman and Shepard warned against pre-conceived notions or "false images."

Our dream is that we, of Y-003, can without adding to your burdens, be a part of the team that already includes your supervising teacher, the Director of Practice of the College and you. We should like to make the difference between your being trained to teach and being trained to teach in the inner-city.

Certainly, all teachers seek to provide enriching experiences for their pupils but with children whose participation may have been limited, more and more experiences must be provided by the school through its teachers - YOU!

And on it goes - in order to up-grade the inner-city child academically and culturally, the difference in your work and that of others will be the difference between -

imagination	more imagination
understanding	deepened understanding
faith	contagious faith
use of resources	discovering more resources
welcoming change	facilitating change
recognizing problems	solving problems
joy in the work	ultimate personal fulfillment

You will, of course, want to check from time to time as to your progress. There is no evaluation like self-evaluation. You ask the questions and you answer them after self-examination. Try the questions on the next page from time to time.

MY PERSONAL EVALUATION

1. What seems to be my impact in general on people?
2. Do I have a good relationship with the children?
3. Do I have a good relationship with the supervising teacher?
4. Do I have a good relationship with the parents?
5. Do I have a good relationship with the principal?
6. Do children come to me with their problems? (No matter how small.)
7. Am I studying a child or group of children for a purpose?
   a. through records, cumulative, teacher's notebook, etc.
   b. through conferences or visits - with parents (check school policy)
8. Am I (myself) making some provisions for enrichment of each pupil's experience?
9. Am I trying a variety of teaching techniques always for a variety of purposes?
10. Am I using the resources at hand in the school?
11. Am I using the resources at hand in the neighborhood?
12. Am I continuing to read professional literature, and keep abreast of changing techniques and methods?
13. Can I see the children "growing"?
14. Do they want to be in school?
15. Do they like coming to my class?

SUGGESTED READING

Bloom, B. S., Davis, A. and Hess, R. Compensatory Education for Cultural Deprivation. New York: Holt, Rinehart and Winston, Inc. 1965.

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Passow, A. H. (Ed.) Education in Deprived Areas. New York: Bureau of Publication, Teachers College, Columbia University, 1963.

Reissman, Frank. The Culturally Deprived Child. New York; Harper and Row, Publishers, 1962.

Strom, Robert D. Teaching in the Slum School. Columbus, Ohio: Charles E. Merrill Bokks, Inc., 1965.

U. S. Office of Education, Programs for Educationally Disadvantaged.

August, 1965

----- V. C. J. -----

COPPIN STATE COLLEGE
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LETTER FROM BUSINESS OFFICE

February 27, 1967

Dear Dr. Reddick:

Now that Project Y-003 has come to a close, please let me thank you for the way you and your staff have cooperated with the Business Office.

Unlike some other projects, you supplied us with supplementary help so as to lighten the work load on this office. Moreover, you were conscientious in abiding by our necessary procedures.

I also enjoyed exchanging views with the federal officials on the best fiscal practices.

It was a pleasure to work with you.

Sincerely yours,

O.L.Roey

O. L. Roey
Chief Account Clerk

OLR:bd

Dr. L. D. Reddick
Director
Project Y-003
Coppin State College
Campus

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Mrs. Mary Wiseman, Vice-Principal
Mrs. Mentora Thompson, Counselor
Mrs. Ella-Ruth Reddick Social Worker
Mrs. Margie DeNard
Mr. John Forestell
Mrs. Shirleen Hill

School #22

George Washington Elementary

Mr. Edwin Cohen, Principal
Mrs. Elizabeth Prior, Social Worker
Mr. George Hutchins
Mrs. Barbara Robinson

School #107

Gilmor Elementary

Mr. Samuel Phillips, Principal
Mrs. Ada H. Weaver, Vice-Principal
Mrs. Mildred Taylor, Social Worker
Miss Thelma Craig
Mrs. Norma Faulkner
Mrs. Bertha Lee
Mr. Ernest Murphy
Mrs. Charlotte Perry
Mrs. Marguerite Peterson

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Mrs. Virgie L. Camper
Mrs. Rosalee Griner
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Special Services for Pupils
Baltimore Public Schools

Mr. Gilbert Derr, Coordinator
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Chicago Public Schools

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Student Teaching
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Mrs. Viola C. Jackson, Associate Director
Mrs. Bernice E. Thompson, Secretary
Mrs. Martha T. Jones, Unassigned Teacher
Mr. Walter Carter, Part-time Social Worker